

Chacewater School 2022/23

PRIMARY PE & SPORTS PREMIUM STATEMENT

Background - The primary school sport premium investment goes direct to primary school Head Teachers and is designed to support improvements in the quality and depth of PE and school sport.

Key Indicators - The Department for Education vision is that all pupils leaving primary school are physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. The objective is to achieve self-sustaining improvement in the quality of PE and sport that delivers high quality provision of a balanced and holistic PE and school sport offer. There are 5 key indicators that schools should expect to see improvement across:

1. 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
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Funding - Individual schools will receive circa £16000-18000 per annum (depending on the number of pupils) which they can use to support these outcomes through various options including; staff CPD, employing specialists to work alongside teachers, cluster work with other schools and partnerships, transport, equipment, hall and pool hire etc.

The total funding for the academic year 2022/23	£17650
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?	100%
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?	90%
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?	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

Accountability & Impact - Schools are required to keep parents informed and publish plans for deployment of premium funding on their website by April of each academic year. Schools will be expected to track pupils to be able to show what improvements have been made and evidence the impact of the sport premium. From September 2013, Ofsted inspectors will assess and report on how effectively this new funding is being used when making the judgement on the quality of the school's leadership and management.

Lead member of staff responsible	Shelley Hoare (P.E Lead)	Lead Governor responsible	Nicola Soutar
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Time 2 Move - 'Time2Move' is the Cornwall Framework for PE and School Sport. It has been produced by a range of key stakeholders here in Cornwall including Head Teachers and subject specialists taking into account the outcomes of the primary sport premium and Ofsted recommendations. For those schools seeking a comprehensive school sport offer it provides a blueprint to develop excellent delivery both within and outside the school gates. As part of this initiative schools are provided with advice and guidance including a self-assessment audit and action planning template (for further information go to www.activecornwall.org/pe-and-school-sport). The following table outlines plans for the deployment of the sport premium funding this year set against the ambitions of the framework.

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Area of Focus & Outcomes	Actions (Actions identified through self-review to improve the quality of provision)	Funding -Planned spend - Actual spend	Impact -Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)	Future Actions & Sustainability -How will the improvements be sustained? -What will you do next?								
<p>Curriculum Delivery</p> <p><i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>Real PE / Jasmine – The school have continued to use the Create development REAL PE scheme including REAL gym and REAL Dance to support the delivery of PE in school and the professional development of staff. Provides whole school fundamental skills progression and links to TPAT assessment CD wheel.</p> <p>Equipment – Dance scarves used in the delivery of REAL Dance</p>	<p>£834 -</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Ongoing annual cost</td> <td style="text-align: right;">695.00</td> </tr> <tr> <td>Subtotal</td> <td style="text-align: right;">695.00</td> </tr> <tr> <td>Total VAT 20%</td> <td style="text-align: right;">139.00</td> </tr> <tr> <td>Total GBP</td> <td style="text-align: right;">834.00</td> </tr> </table> <p>£20</p>	Ongoing annual cost	695.00	Subtotal	695.00	Total VAT 20%	139.00	Total GBP	834.00	<p>Participation: The whole school including EYFS have continued use the skill progression from REAL P.E. EYFS and years 1 to 4 all teach 1 REAL P.E lesson each week following this scheme of work and 1 sports lesson which uses and applies these skills. UKS2 have this year had two sports lessons a week which continue to explicitly teach and consolidate each of the fundamental skills from the REAL P.E progression but apply the skills to a wider variety of sport specific situations.</p> <p>Attainment: Summative assessments were made in years 1-6 and recorded using the TPAT assessment wheel. This data was reviewed by the P.E coordinator as part of the monitoring cycle. The end of year assessments for 2023 compared to 2022 show huge improvements towards the age related expectation in whole class summaries. Coordination continues to be a focus area for the school.</p> <p>Whole School Improvement: New members of the teaching team attended an 'Introduction to REAL PE' training webinar and have engaged well with delivering this scheme. Pupils in key stage two in particular who have been following REAL P.E for the last 3 years are demonstrating confidence and consistency with their agility, balance and coordination skills.</p>	<p>Sustainability: Continue to use REAL PE scheme next year and engage in local P.E lead meetings and training.</p> <p>Next Steps: Work closely with TPAT Health Wellbeing & Sport hub lead to share good practice of schools who are using REAL P.E effectively locally.</p> <p>Engage with further online training provided by REAL P.E (included in annual cost) – particularly 'learning nutrition' to further develop delivery of Real P.E.</p> <p>Identify target children for each class who need additional targeted support with fundamental skills.</p>
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<p>Physical Activity, Health & Wellbeing</p> <p><i>all young people are aware of health related issues and are supported to make informed</i></p>	<p>Sports coach employed to increase after school clubs provision - Broadening the number of days that after school clubs are offered to include Wednesdays and Fridays and the range of sports offered to different year groups through employing a Sports coach from D.T Coaching:</p>	<p>£2246.40 - x1.5 hours for 39x weeks</p>	<p>Participation:</p> <p>Autumn term</p> <ul style="list-style-type: none"> ● Football Y3/4 Wednesday 20x children ● Football Y5/6 Friday 20x children <p>Spring term</p> <ul style="list-style-type: none"> ● Football Y5/6 20x children ● Rugby Y3/4 20x children <p>Summer term</p>	<p>Sustainability: All clubs continued to be provided free of charge to the children. All other clubs were run by teaching staff so at no extra cost to the school.</p> <p>Next Steps:</p>								

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<p><i>choices to engage in an active and healthy lifestyle</i></p> <p>(Key Indicator 1)</p>			<ul style="list-style-type: none"> Cricket Y3/4 Wednesday 20x children Cricket Y5/6 Friday 20x children <p>Pupil premium pupils prioritised to ensure they were given a club space as we recognise the importance that these pupils get the opportunity, if they want it, to experience wellbeing and success through being active and participating in a sporting activity and extra-curricular clubs.</p> <p>Attainment: KS2 children developed their skill application and use of tactics in sport based clubs. Particular elite individuals demonstrated outstanding skill in some sport clubs.</p> <p>The sports coach developed the ball skills and teamwork of pupils in year 5/6 football club resulting in pupils winning the primary football league this year.</p> <p>Whole School Improvement: Clubs align with the competition calendar. Increased whole school offer. Increase in the number of pupils able to take part in extracurricular clubs (40 additional places each week).</p>	<p>Involve pupil parliament to increase pupil voice : What sport clubs would pupils like offered?</p> <p>Consider the viability of a targeted offer next year using the sports coach e.g a lunch time club for pupils who are least active or lowest attaining in P.E.</p>
	<p>Y6 Bike-ability cycling programme – Cycling is far more than physical activity, it is also a key life skill, an opportunity to develop resilience, road awareness and independence. This supports our whole school approach to active travel and leading an active life.</p>	<p>£350 - Bike hire</p> <p>£120 - TA to support for least confident bike riders and SEND</p>	<p>Participation: All 30 Year 6 pupils took part in the Bike-ability cycling programme. Pupils who were least confident were included through spending time developing their skills in the playground whilst more confident cyclists went road cycling. School hired bikes for pupils who cannot ride and/or did not have their own bike so that all pupils could participate.</p> <p>Attainment: All pupils made excellent progress with their cycling skills. 3 Pupils who could not ride a bike at all were all able to ride independently by the end of the week. The other 27 pupils developed an increased understanding of road safety and this opportunity also developed the fitness of many pupils.</p> <p>Whole School improvement :</p>	<p>Sustainability: Next year, the new year 6s will take part in bike-ability.</p> <p>Next Steps: Explore bike-ability for KS1 now provided through Cornwall school games.</p> <p>Consider how school bikes and scooters can be used in Fun Fit to support pupils with SEND.</p> <p>Introduce cycle to school week (September 2023) to promote cycling in school.</p> <p>Purchase Living streets 'Walk to school week' resources (May 2024).</p>

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			<p>Progression: Use of school balance bikes, trikes and scooters in EYFS to introduce cycling skills early to any pupils who do not have this opportunity out of school. This is then built on through bike-ability in year 6.</p>	<p>Hold whole school assembly to launch and share resources with all children.</p>
<p style="text-align: center;">Diverse & Inclusive</p> <p style="text-align: center;"><i>provide a fully inclusive offer that recognises the diverse needs of specific groups and identifies tailored opportunities for all young people</i></p> <p style="text-align: center;">(Key Indicator 4)</p>	<p>Fun Fit - Teaching assistants delivering FunFit intervention programme 15 minutes daily 8.40 – 8.55.</p>	<p>£600 - TA delivery time £300 - planning and assessment time with SENDCo</p>	<p>Participation: Targeted KS1 (3 children) and KS2 (6 children) intervention groups run by teaching assistants delivering the fun fit programme. Individual pupils have been identified as requiring Funfit to support their gross motor skills including coordination, postural stability and balance. Attainment: Pupils have been assessed at the beginning and end of each term of Funfit to monitor their progress. Pupils have made individual progress towards their personal goals. This is also reflected clearly in the PE wheel assessment through progress with fundamental movement skills. Whole School improvement : Monitoring: SENDCo has routinely observed Funfit sessions led by Teaching assistants. Identified any CPD needed for staff leading the sessions and supported with delivery. Funfit has benefitted inclusion in P.E lessons through improving the gross motor skills of the lowest attaining children in P.E. Teachers have found that pupils who attend Funfit then return to the classroom more settled and ready to learn and can therefore make better academic progress.</p>	<p>Sustainability: Fun fit will continue to run next year with the same teaching assistants where possible. Pupils identified and targeted for this intervention through individual SEND reviews or monitoring of the P.E wheel assessments – liaising with the SENDco. Next Steps: Share individual assessment wheels with staff for children in Funfit or others identified as working significantly below in P.E. Use these to identify physical targets and provision within Funfit and P.E e.g specific targets for pupils IEPs.</p>
	<p>Sensory yoga training accredited course – Aimed at supporting pupils with sensory processing difficulties.</p>	<p>£70 £120 - TA cover 1 day</p>	<p>Participation: Teaching assistant Claire Jacquemond attended 1 day introductory training course for sensory yoga. She will be using this learning in her work with pupils with SEND in lower key stage 2, particularly to support the FunFit programme. Attainment: Gained an understanding of how yoga can support certain sensory systems. Gained confidence in a foundation of yoga poses and breathing practices</p>	<p>Sustainability: Claire Jacquemond to disseminate learning to other staff, modelling good practice. Next Steps: Claire Jacquemond to begin introducing yoga sessions into Funfit intervention timetable and trail using</p>

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			<p>that can be used to support body awareness, gross motor skills, emotional regulation and well-being. Awarded certificate of completion.</p> <p>Whole School improvement : Claire Jacquemond to introduce yoga poses, breathing exercises and mindful activities to Fun fit sessions to support body awareness, core stability, motor planning and regulation.</p>	<p>these strategies to support pupils with sensory processing difficulties.</p>
	<p>Year 6 residential subsidised cost - Total cost of the residential was subsidised by the school for all pupils to make the increased price this year more affordable for families.</p> <p>2 x pupil premium pupils had their residential price subsidised by half.</p>	<p>£1350</p> <p>£350</p>	<p>Participation: 28 pupils attended the residential. Only 2 pupils did not and one of which was due to an injury the day before. All pupil premium pupils in year 6 attended the residential.</p> <p>Pupils took part in a range of outdoor adventurous activities including climbing, abseiling, surfing and trapezing.</p> <p>Attainment: All pupils developed their independence, self-esteem and confidence through opportunities to and achieve in new and exciting activities away from home. They developed their resilience through overcoming challenges and risk taking. Pupils also developed their social skills, supporting each other and building on friendships.</p> <p>Whole School improvement : Year 6 residential is an excellent opportunity for developing life skills as well as an important part of the outdoor adventurous activities national curriculum. Subsidising the cost ensured that money was not a barrier to participation for pupils.</p>	<p>Sustainability: Research most cost effective residential providers for next year's year 6.</p> <p>Next Steps: Explore additional outdoor adventurous activity opportunities to provide for key stage 2 children in different year groups e.g climbing, coasteering, mountain biking.</p>
<p style="text-align: center;">Competitions</p> <p style="text-align: center;"><i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i></p> <p style="text-align: center;">(Key Indicator 5)</p>	<p>Work with local secondary school primary schools to develop and participate in competitions and festivals - Richard Lander School cluster schools delivery and competition:</p> <ul style="list-style-type: none"> ● Inclusive festivals with chances to try competing ● Competitive qualifiers for school games competition 	<p>£1000 RLS cluster fee</p> <p>£960</p>	<p>Participation: Every child in KS2 (120) has attended at least one RLS cluster event this year. The competitions provide excellent challenge for our more able pupils in P.E and the festivals provide inclusive opportunities for all. Children have been able to participate in a greater number of sporting activities using a range of equipment which is not available at our school. Transport is provided at no extra cost to the children to ensure equal access and participation.</p> <p>Attainment:</p>	<p>Sustainability: We will continue to ensure that there are opportunities for all children to take part events. The school minibus is our most cost effective transportation method and we continue to make the most of this resource.</p> <p>Next Steps: To increase opportunities for KS1 competition – implement a festival</p>

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	<p>Sports coach employed to attend 12 events and competitions with pupils -</p> <p>Enabled all KS2 children to participate in a broad range of competitions and festivals:</p> <ul style="list-style-type: none"> ● Y6 Netball league ● Y5/6 Football matches and festivals ● Y5/6 Key steps Gymnastics ● Y5/6 Girls football festival ● Y5/6 Swim gala ● Y4 Feet beat dance festival ● Y4 Football festival ● Y4/5/6 Cross country qualifier ● Y3 Multiskills festival ● Y3 Striking and fielding festival 		<p>The Increased opportunities to compete has resulted in a developed sense of pride and inclusion throughout the year. This year, we have had one pupil qualify for the school games cross country semi-final and our football team won the small school league.</p> <p>Whole School Improvement: Through increased opportunity for competition, pupils are demonstrated an increased awareness of good sportsmanship, respect for the rules of a sport and accepting losing.</p>	<p>organised and led by year 6 play leaders.</p>																																	
	<p>Gymnastics Leotards purchased - Used for Key steps Gymnastic competition</p>	<table border="1"> <tr> <td colspan="3">£74.80</td> </tr> <tr> <td>Sparkle Long Sleeved Gymnastics leotard - Z885SPA - Navy, 32"</td> <td>2</td> <td>£16.90</td> </tr> <tr> <td>Colour: Navy</td> <td></td> <td></td> </tr> <tr> <td>Size: 32"</td> <td></td> <td></td> </tr> <tr> <td>Sparkle Long Sleeved Gymnastics leotard - Z885SPA - Navy, 34"</td> <td>1</td> <td>£24.90</td> </tr> <tr> <td>Colour: Navy</td> <td></td> <td></td> </tr> <tr> <td>Size: 34"</td> <td></td> <td></td> </tr> <tr> <td>Subtotal:</td> <td></td> <td>£70.60</td> </tr> <tr> <td>Shipping:</td> <td></td> <td>£3.95 via Flat rate</td> </tr> <tr> <td>Payment method:</td> <td></td> <td>Credit or Debit Card</td> </tr> <tr> <td>Total:</td> <td></td> <td>£74.60</td> </tr> </table>	£74.80			Sparkle Long Sleeved Gymnastics leotard - Z885SPA - Navy, 32"	2	£16.90	Colour: Navy			Size: 32"			Sparkle Long Sleeved Gymnastics leotard - Z885SPA - Navy, 34"	1	£24.90	Colour: Navy			Size: 34"			Subtotal:		£70.60	Shipping:		£3.95 via Flat rate	Payment method:		Credit or Debit Card	Total:		£74.60	<p>Participation: 8 pupils out of the 12 attending gymnastics club were able to participate in this competition – 2 teams of 4. Additional leotards were purchased in larger sizes so that all pupils could wear a school leotard and feel confident to compete.</p> <p>Attainment: Club gymnasts team came 5th and the school gymnasts team came 6th out of 9 schools who entered.</p> <p>Whole School Improvement: Raised the profile of gymnastics in the school.</p>	<p>Sustainability: Leotards purchased will be used again in future years. Year 4 and 5 pupils who came to the club will be able to compete next year.</p> <p>Next Steps: Plan gymnastics club before the key steps gymnastic competition to train the pupils. Identify key stage two gymnasts who are in clubs outside of school.</p>
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	<p>Sports Day - Shelley Hoare P.E lead organised and lead the event alongside sports leaders from Truro College.</p>	<p>£200 – P.E lead 1 day class teacher cover</p> <p>£50 - 2 x TA additional support for vulnerable children</p>	<p>Participation: The whole school took part including EYFS. Children all had the opportunity to compete as house teams to earn points. Lots of parent support on the day including from the PTA. Excellent inclusive engagement from pupils with SEND who all took part in some way on the day.</p> <p>Attainment: Excellent effort from all pupils and outstanding sportsmanship demonstrated. Pupils used and applied skills learnt in athletics and Real P.E lessons well.</p> <p>Whole School Improvement: This was a great way to raise the profile of P.E within the school community. Lots of positive</p>	<p>Sustainability: Truro college volunteers to help run the event was really helpful and free. The college has expressed they would be keen to help again next year.</p> <p>Next Steps: Purchase further equipment to increase participation opportunities, especially for lower KS2 who had the least events.</p>																																	

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			feedback about the event from both the children and parents. Very inclusive event, opportunities to compete individually and as a team.	
<p>Leadership, Coaching & Volunteering</p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>Y6 Play Leaders –</p>	<p>£0</p>	<p>Participation All Current year 6 pupils had 1 day play leader training in year 5. They all had the opportunity this year to work across the school with EYFS and KS1 pupil at lunch times. Certain year 6 pupils responsible for selecting and storing play time equipment. Some pupils even volunteered to help during after school clubs with younger pupils.</p> <p>Attainment: Year 6 pupils made excellent progress within the social section of the P.E assessment wheel through opportunities to cooperate with peers to lead games. Play leaders promoted positive play and physical activity with pupils at play times improving pupil’s fitness and wellbeing.</p> <p>Whole School Improvement: Making use of playground leaders increased the participation in physical activity at playtimes and promoted the confidence of the pupil leaders. Use of play leaders has supported staff and younger children during after school clubs.</p>	<p>Sustainability: Rolling programme from year 5 to year 6 each year. Ongoing training needed.</p> <p>Next Steps: The new year 6 for next year have not received play leader training yet. Explore options for provision of play leaders training next term- could we train a member of staff to deliver this training to make it more sustainable?</p> <p>Play leaders to lead an in-house competition or festival for KS1 pupils.</p>
<p>Community Collaboration</p> <p><i>ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport</i></p>	<p>Cornish Pirates Rugby sports coach - Links with local Sports clubs</p> <p>Signposted opportunities for pupils to be part of these clubs or events via the school newsletter:</p> <ul style="list-style-type: none"> ● Pirates Rugby ● Chacewater Karate club ● Cornwall Cricket ● Truro Tennis club ● Better leisure swimming ● Running and cross-country events ● Time to move holiday clubs ● Plymouth Argyle football holiday club 	<p>£500 - Pirates rugby coach Autumn 1</p>	<p>Participation: Pirates Rugby coach delivered weekly lessons for Year 5 and 6 for the first half of the Autumn term. Year 5 pupils also attended an inter-school rugby tournament event at Truro school organised by Pirates rugby.</p> <p>Attainment: Pupils had the opportunity to use and apply fundamental skills of sending and receiving a ball as well as learning sport specific skills, rules and tactics.</p> <p>Whole School Improvement: Pupils in upper key stage two enjoyed the opportunity to work with a local team coach and compete against other schools in a different sport.</p>	<p>Sustainability: Continue this sport in upper key stage two.</p> <p>Next Steps: Staff to engage in CPD through working alongside the coach to support delivery of Rugby in school.</p> <p>Strengthen the partnership with Chacewater bowls club to ensure this opportunity for pupils is re-established.</p>
<p>Workforce</p>	<p>Truro and Penwith Academy Trust Health, Wellbeing & Sport programme -</p>	<p>£1000</p>	<p>Participation: P.E lead met with TPAT hub lead throughout the year for support meetings and updates.</p> <p>Whole School:</p>	<p>Sustainability: Working closely with the trust is important as they can make cost effective spending decisions for</p>

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<p><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p>(Key Indicator 3)</p>	<ul style="list-style-type: none"> • Self-Review • Statement compliance • Tailored CPD opportunities • Monitoring & Evaluation 		<p>Statement compliance: TPAT hub lead supported the P.E lead with the planned spend for the PE premium statement.</p> <p>CPD: The academy hosted and paid for a REAL P.E staff training day for any new staff.</p> <p>Monitoring: The academy supported with updating the pupil information on the P.E assessment wheel at the start of the year.</p>	<p>multiple schools and share good practice.</p> <p>Next steps: Continue to develop network between P.E leads in the hub to share good practice of using REAL P.E and the assessment wheel.</p>
	<p>Specialist Coach- D.T coaching -</p> <ul style="list-style-type: none"> • Worked with the P.E lead to adapt our curriculum for upper key stage 2 to improve the sport application of the fundamental skills taught in REAL P.E • Supporting staff with the development of a sports based approach to upper key stage 2 PE, modelling good practice and sport specific subject knowledge. • Implementation of Outdoor adventurous activities to Upper key stage 2 through orienteering onsite. 	£7488	<p>Participation: P.E lead Shelley Hoare and our sports coach have developed the sports application offer in UKS2 in response to pupil feedback. Year 5 and 6 have this year had two sports lessons a week which continue to explicitly teach and consolidate each of the fundamental skills from the REAL P.E progression but apply the skills to a wider variety of sport specific situations. This has been shared with UKS2 teaching staff.</p> <p>Attainment: Pupils in upper key stage two have had more opportunities to develop their ability to apply physical skills and this is reflected on the assessment wheel.</p> <p>Whole school improvement: Year 5 questionnaire about enjoyment and engagement in P.E showed that only 4% (1 pupil) preferred the REAL P.E lessons last year to their sport application lessons using the same skills this year. Pupil responses also show enjoyment of a wider range of sports offered by the coach.</p>	<p>Sustainability: P.E lead and UKS2 teaching staff now have a clearer understanding of how the fundamental skills can be delivered and applied in two sports lessons a week in upper key stage 2. This has been mapped out for the year to follow going forward.</p> <p>Next Steps: P.E lead to monitor the teaching of UKS2 sport lessons to ensure the fundamental skills still being explicitly taught and rehearsed.</p> <p>P.E lead to support year 5 and 6 teachers to develop the sequencing for each sport unit of work to ensure progressive lessons which develop, use and apply the fundamental skills in sports specific contexts.</p>

Planned Spend :	£17,650
Total Actual Spend :	£17,633
Total Underspend :	£16.80