

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



Total amount allocated for 2020/21	£ 19,000
How much (if any) do you intend to carry over from this total fund into 2021/22? (includes underspent carried over from 2019-20)	£ 12, 000
Total amount allocated for 2021/22	£ 19,229
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 31,229

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. 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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2020.</p> <p>Please see note above</p>	50%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	10m front and back 47% 25m front and back –43% 25m front back and breast stroke – 3%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	38%
<p>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?</p>	Some. Top up swimming not available.

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: 2020/21		Total fund allocated:		Date Updated:	
<p>Key indicator 1: The engagement of <u>all</u> 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</p>					Percentage of total allocation: £4200 13%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Access to high quality resources for break/lunchtime sessions in consultation with each class.	Each class given £50 budget to purchase resources following class consultation in September 2010		600	Sports Council reported that they enjoyed taking ownership of the budget. They said it was difficult to keep equipment as it would get lost/damaged so would like some money to top up each term (and this would allow them to alter the focus of their activities).	Consider possible budget to be given to Sports Council in September then top up each term as the budget allows.
Access to high quality resources for after school clubs.	Audit of equipment in Sept 2010 and orders made to ensure high quality equipment available for use by teachers and coaches.		1000	After school clubs very well resourced and allowed for all coaches and teachers to access good resources. Children reported that they were satisfied with equipment used in clubs. We have never been short in any areas and coaches have commented on how well equipped we are as a school.	MM to audit equipment Summer 2022/September 2022 to ensure repairs are made and all activity areas are well resourced for 2022/23.

<p>Funding for PE teacher to train children in playground games and then support active play in each year group on rotation through the year.</p>	<p>M.Metcalf to deliver sessions within first 2 weeks of return to school with all classes Rec-y6. Additional time during Autumn Term for M.Metcalf to help embed positive lunchtime play throughout Autumn term.</p>	<p>500</p>	<p>Delivery of the sessions had a very positive response in the first term. Young Leaders adapted well to the role and were also used in sporting events through the year (e.g- Bunny Run)</p>	<p>Retrain classes in September 2022 now new markings are in place. Leaders now to be trained to work with other year groups (Playleader training) on a rota (e.g- Year 5 and 6 leaders going down to infants).</p>
<p>Funding for PE teacher to run and support active days such as Fun Football Challenge, Daily Mile, Santa Dash, Personal Best Challenges over the course of the year.</p>	<p>Dates put on Calendar for M.Metcalf to deliver each half term linked in with School Sports Calendar (eg- Autumn 1 Daily Mile, Autumn 2 Santa Dash)</p>	<p>1500</p>	<p>Each of the target events have all been completed. Every child within the school took part in each of the events. Staff involved left with positive feedback and events were publicised on Twitter to educate and inform parents of achievements of the children.</p>	<p>Leaders in each year group to be retrained to collect data on intra school playground challenges (1 or 2 per half term as timetable allows).</p>
<p>Time for Pastoral teacher to run active lunchtime sessions in the hall (Wii Dance).</p>	<p>S.Elder to run Wii Dance on rotational basis during Autumn term when time allows, tracked through Children's University.</p>	<p>£ Linked to pastoral budget (below)</p>	<p>Wii Dance as always very well attended and gave children an additional active alternative once a week. Offered to all year groups on rotation so no child was missed.</p>	<p>Encourage Pastoral Officer to continue as timetable allows next year. Consider before school sessions in the hall for targeted groups (8.30-9.50).</p>
<p>Apply to take part in selected Youth Sport Trust Programme in January 2022 alongside additional visits from inspirational athletes with a focus on Diversity and local talent to build on Cultural Capital (Beth Munroe/Andrew Grant).</p>	<p>Kerry Hallinan to contact Youth Sports Trust and organise participation in the programme in September/October 2021. Programme to be run from Spring Term into Summer term 2022. Programme to be the focus of display in the Main School Corridor to increase exposure and promote further engagement.</p>	<p>600</p>	<p>Youth Sport Trust Workshop not available so focus was put on inspirational athletes Andrew Grant, Beth Munroe and Sarah Jones. SGC reported that meeting such athletes inspired them to 'work hard' and it was good to meet lots of 'different' athletes in different sports.</p>	<p>Discussed with Amy Sinnott at YST on visit to school that we would like to consider the Active 30:30 Active Champions Programme next year. Contact to be made in September to plan the programme and staff meetings to be booked to ensure staff buy in.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>£8,600 28%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated/ spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To ensure the Forest School area can support the high quality teaching and learning across the school during the school year to support outdoor learning and enhance children's mental health and wellbeing.</p> <p>Forest School Sessions for all classes (one session per half term) to embed outdoor learning within the curriculum to support children's mental health and wellbeing from EYFS through to Year 6.</p>	<p>Resources to be purchased by H.Kneale and M.Metcalf throughout the school year for use in Forest School sessions and clubs.</p> <p>Timetable established Autumn term by K.Hallinan, H.Kneale and M.Metcalf to be followed through each half term. Programme of Learning to be established by M.Metcalf for each year group to ensure progression through the 6 sessions over the course of the year for every Year group.</p>	<p>1000</p> <p>2000</p>	<p>Forest School has flourished due to the finances provided. It has allowed every Child in the school from Nursery-Year 6 to take part in Forest School. During the time after Covid this has been a key aspect in supporting children's Mental Health. The feedback has been 100% positive in every area. As a school we have put together a 6 week lesson plan for every child in the school to access. This has allowed step by step progression throughout the course of the year and was demonstrated by the children taking part. A questionnaire was completed by Year 4 parents to calculate the impact of FS from a parent point of view. Again, this was 100% positive and they feel that FS is a huge benefit to their children. Children's feedback from SGC was that they loved doing practical outdoor activities away from the classroom. They said they felt it helped them develop 'life skills' that they would not have accessed otherwise.</p>	<p>The aim would be to carry Forest School forward into the next school year, building on the success of this year and adding more cross curriculum based activities to the sessions.</p> <p>Liaise with all teachers and departments to put an action plan into place.</p> <p>Move towards curriculum based activities. For example, mini beasts in Year 3 Science could be completed through FS. HK has asked each Year group to give a long term plan for each curriculum and how FS can enhance and support the existing plans.</p>
<p>To give children in EYFS Forest School experiences linked to EYFS topics throughout the year to build love of outdoor learning, self-confidence, resilience and support Physical</p>	<p>EYFS Department to be given Thursday mornings throughout the Year for Forest School and Physical Development Interventions for children who need it in Spring 1. K.Hallinan to</p>	<p>1500</p>	<p>Feedback from EYFS was overwhelmingly positive. Children benefitted from the experience in outdoor sessions and built good relationships with MM ahead of</p>	<p>This has been funded by the underspend this year. PE funding does not officially cover EYFS so maybe just do a term/half term to support transition points (e.g-</p>

<p>Development and Knowledge and Understanding of the World areas of learning.</p>	<p>consult with A.Tapia, F.Garcia and E.Atherton in Autumn 1 to create programme. M.Metcalf to deliver and adapt as the Year Progresses.</p>		<p>transition between Nursery and Reception and Reception to Y2.</p>	<p>autumn term with reception to support transition from nursery, nursery in summer?). To be considered with budget in autumn review.</p>
<p>To enhance links between literacy (specifically reading) and PE through the use of active workshops, PE and sports sections added to every class library and visits from authors linked to sport.</p>	<p>Autumn: K.Hallinan and A.Tarrington to give each class given a £50 budget to buy books targeted for their year group about PE/Sport to encourage wider reading and links with reading and Sport/Activity. Spring: K.Hallinan to book West End School Charlie and the Chocolate Factory Dance during World Book Week. Summer: Possibly target a sports writer/sports fiction writer to visit the school linked to Summer sports events.</p>	<p>1500</p>	<p>Books were received well by children following display and has helped children expand their reading interests. Dance workshops were very well received by children and teachers (following on from last years Olympic Dance Workshops) and provided an enriching experience to Book Week 2022. Unable to get sports writer in the summer term- consider for next year.</p>	<p>Consider targeting Sports Writer next year to enhance links between WRITING and PE. Try to strengthen links with other curriculum areas such as music and science. Decide in autumn and link with whole school priorities.</p>
<p>To enhance links between PSHE (specifically links between mental and physical health and activity) through the use of 'Mini-Duke' Programme, PSHE active resources and visits.</p>	<p>Funding allocated in Autumn Term to PSHE Co-ordinator K.Bulger to target whole school initiatives and target groups during the course of the year. Mini- Dukes project signed up to in Autumn Term 2021 to encourage leadership and confidence in target group.</p>	<p>300</p>	<p>16 targeted children from Y3, Y4, Y5 have participated in the scheme. The children have been identified as lacking self-confidence and motivation. We have provided 6 sessions from the scheme: Eco Challenge, First Aid, Foreign language, Independence, Swimming, Cooking. The children need a minimum of 7 challenges to complete the level. Noticeable improvement in self-belief with some of the children and have gained new skills and experiences.</p>	<p>Next step is organising and award ceremony for those children who have achieved the bronze award and move them onto the next stage for achieving their silver award. Also, look to expand the scheme to other children from 16 to 22 children.</p>
<p>Funding allocated to Pastoral Officer to target vulnerable children, those needing</p>	<p>Funding allocated in Autumn Term to Pastoral Officer S.Elder who will then</p>	<p>1500</p>	<p>This has been an area of great strength for the school this year.</p>	<p>To continue to work alongside pastoral department (including</p>

<p>additional mental health support to improve health and wellbeing via PE linked activities, trips and visits.</p>	<p>target and offer PE linked activities including access to clubs, competitions and visits for most vulnerable children throughout the school year.</p>		<p>Children were taken to Farmer Teds, Awesome Walls, Crocky Trail and Ninja Warriors (to name a few funded trips), Children in Need, LAC and those on Plans were all targeted and reached. The case study of our targeted children helped us to achieve the Platinum School Games Mark this year.</p>	<p>LAC/CIN and Attendance) to target those children most vulnerable and in need to ensure PE funding reaches all of these children.</p>
<p>Take part in 'Mental Health Champions' Programme with South Sefton Partnership to improve mental health and wellbeing of targeted children.</p>	<p>To sign up to the programme in September/October 2022. S.Elder and M.Metcalf to attend training with the children and implement the programme in the school following training at Central Hub.</p>	300	<p>Training completed with South Sefton Sports Partnership Summer 2022. Children and groups allocated and programme ready and set up for next year.</p>	<p>Sue Elder to continue the Mental Health Champions programme within school 2022/23.</p>
<p>Improve % of children leaving school achieving National Curriculum Targets including allocating of support staff, swimming coaches and booster lessons.</p>	<p>Give option to teachers of K.Bulger to take over swimming lessons across the school as additional qualified swimming coach poolside. Any resources children need (caps/goggles) to be provided to children if needed.</p>	500	<p>50% of children leaving having reached NC targets up from 37% last year. Unable to book additional booster classes in summer term.</p>	<p>Co-ordinator or liaise with Active Aquatics, SGO and KB to decide next steps. Target of 60% next year.</p>
<p>Attend Educate Awards following Autumn Term Nomination to raise the profile of PE and School Sport across and beyond the school.</p>	<p>K.Hallinan to write application in July 2021. Shortlist in September 2021. Event held November 17th 2021. Champion Newspaper to be contacted by K.Hallinan with details and pictures to promote story and profile of PE across and beyond the school into the wider community.</p>	Budget to be decided	<p>Event and publicity generated incredibly positive. Awards section next to PE Boards evidence of the achievements of the school communicated to children and parents.</p>	<p>Educate Awards 2022 entered in Summer 2022 (including video evidence). Consult with YST links as to awards for next year to continue to raise profile of PE across the wider community.</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>£4900 16%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Yoga INSET training and implement full yoga curriculum within school to support children's mental health and wellbeing as part of their COVID recovery. Spend money on yoga resources to facilitate lessons and clubs.	INSET delivered September 2022 and Yoga on Curriculum Map as per Impact Report last year (see 2021/22). Additional resources (breathing ball, singing bowls for halls and within classes, yoga cards) purchased by K.Hallinan in September 2021 to support high quality lessons after consultation with Yoga Instructor.	400	Yoga now embedded into curriculum programme across all year groups and this will continue in the future. Children know what yoga is, how to work through poses and are being assessed against objectives as with other areas of the curriculum.	Yoga to continue on Curriculum Map. Source coach or teacher for before school Yoga club in Autumn 2022.
Fund a fully trained Forest School Teacher to deliver Forest School Sessions, attended by all teachers to develop confidence with outdoor curriculum and delivery of activities.	Teachers and TAs to attend all Forest School Sessions provided by M.Metcalf throughout the year to ensure understanding and confidence in delivery themselves in the future (some activities can only be undertaken after full Forest School Training but variations can be delivered by staff in the future). H.Kneale to monitor and take feedback from staff.	£2500	During every session, the class has been supported by both Teacher & Teaching Assistant. This has allowed each member of staff the CPD needed to teach a Forest school session.	Build on success of this year by team teaching with teachers and TAs within sessions throughout 2022/23. CPD to be offered to returning/new teachers in 2022/23 to ensure quality of teaching and learning continues.
To offer Swimming CPD to staff this year with the aim of having more staff trained to deliver poolside/within the water.	Research into CPD in Autumn Term by K.Bulger. Survey staff to see who might be interested in CPD.	To be decided based on feedback	Due to COVID, reduced staff numbers etc there was no uptake on this as basic needs of the school had to come first.	Review data from 2022/23 with Charlotte Hennes and decide which classes are to be targeted with an additional adult in the water.
For qualified PE teacher to team teach and support teachers in delivery of Games following feedback on Staff Voice carried over from 2020/21	K.Hallinan to consult 2019 audit as only limited CPD offered since then due to COVID-19 restrictions. Staff to be targeted for support following follow up meetings/review	£1000	CPD offered was well received by staff (e.g- Golf in Year 3) and children.	Staff Voice to be completed September 2022 and CPD allocated accordingly to teachers.

<p>Staff to be given access CPD via Getset4PE Platform to continue to address own development needs in order to feel confident delivering all aspects of the curriculum and</p>	<p>with KH in Autumn 1 2021.</p> <p>Staff emailed access to CPD calendar by K.Hallinan in Autumn 1 2021 and made aware of all opportunities. Staff responsible for own CPD bookings. South Sefton Partnership: Bookings to be made through the year in line with courses/opportunities offered</p>	<p>Some covered in subscription paid last year and through partnership budget.</p>	<p>Getset continued to offer quality CPD online to all staff who wanted it.</p>	<p>Continue in 2022/23. CPD Audit September 2022. New staff to meet with HK to discuss any CPD needs.</p>
<p>All teaching units correctly resourced and safe (inspections and repairs)</p>	<p>Sportsafe Annual Inspection and Repairs.</p>	<p>£1000</p>	<p>All equipment safe and well resourced for lessons. Children know that their teachers and coaches have the right equipment for them to access lessons.</p>	<p>MM to continually monitor and audit KS1 and KS2 PE Cupboards as part of role throughout the year.</p>
<p>For staff to utilise CPD and team teaching opportunities with external or specialist coaches to support all children, but especially SEND to understand their own strengths and weaknesses in PE and how to improve. For children with SEND to have a PE learner profile to carry with them through the school (target carried over from last year).</p>	<p>Staff to complete PE profiles with SEN children within their classes. To be checked by K.Hallinan in Oct 2021</p> <p>When any teacher team teaching or working with a PE specialist focus is to be on SEND and least active within that lesson.</p>	<p>Covered under PE Coordinator role</p>	<p>PE profiles complete and on the system to be kept each year. Teachers were present whenever a coach or external provider was in school in order to expand own knowledge and skills and support children as needed. Verbal feedback from coaches and external providers overwhelmingly positive. The culture of the school and willingness of all teachers to be involved in all aspects of PE and enrichment activities has become to hallmark of St Elizabeths PE.</p>	<p>Profiles to be checked in September and relabelled for appropriate year groups. Children added to SEND registers to be added to the system (PE Coordinator to check).</p>

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

Percentage of total allocation:

£6,600
21%

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	<p>Sustainability and suggested next steps:</p>

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what they need to learn and to consolidate through practice:			changed?:	
<p>Wide range of after school clubs either - fully funded or subsidised to ensure children can access any clubs they wish and do not miss out through cost. Specific children's attendance at clubs is fully funded where necessary.</p>	<p>All clubs funded in Autumn and Spring terms. Subsidised clubs to begin from Spring Term to ensure clubs can continue beyond School Sports Premium funding. K.Hallinan to organise coaches in Autumn 1. H.Kneale to continue during Maternity leave.</p>	<p>3000</p>	<p>Children have accessed a wide range of clubs and children know there will be clubs for their year group each term. 100% of LAC, Early help, CIN or Child protection have been offered at least one place per term. This have been mentioned in strategy meetings etc. Children know their voices will be listened to when clubs organised for them via SGC. This has continued from previous years but the difference this year is the fully funded cost.</p>	<p>Letters to be sent out to parents for subsidy of clubs moving forward for sustainability. Student Voice September 2022 to be used once again to allocate time for clubs and ensure the highest number of children are reached. Coordinate with SENDCO for club specifically for ASD children who have trouble with sportsmanship and losing (identified as an issue).</p>
<p>Teaching assistants and Teachers funded to deliver/support clubs or specific children in after school clubs to ensure there are no barriers to attendance and widen the opportunities offered to children.</p>	<p>TAs funded to support children with EHCPs/in need to additional support. Funding for D.Ainsworth, A.Quirk and S.Stanton to run/support after school clubs within Autumn Term through overtime payments. Teachers to be given a day supply for each club run. K.Hallinan to organise budget with H.Westhead and C. Singleton in September 2021.</p>	<p>2000</p>	<p>Children know that there are no barriers to their attendance in clubs and that if they need support then it is met. Teachers know they are valued in the contribution they give to the out of hours programme. M Farrell and a number of TAs have run clubs throughout the year. These have proven to be very popular.</p>	<p>Review funding for payment of additional support with headteacher/SENDCO. Specific clubs set up for SEND pupils in 2022/23.</p>
<p>To enter more 'Festivals' within School Sports Partnership alongside competitive activities both at Intra School and Inter School level to encourage children to be physically active and have fun in non-competitive settings. Focus on least active/engaged in physical activity to encourage all children to live healthy active lives.</p>	<p>School to continue to attend all festivals and competitions as per previous years when we had the joint highest number of entries into South Sefton Partnership Events (2018-19) and highest in Virtual events (2019-20/2020-21). M.Metcalf and H.Kneale to oversee and organise competitions.</p>	<p>Part of Partnership Funding (below)</p>	<p>As a school we continued to attend every event and again will have the highest number of entries into each event. We consistently held a record of the children attending SEND competitions to ensure that no child was missed out.</p>	<p>Continue as previous years.</p>

<p>Fund transport to Formby Pinewoods for each class to experience local trip linked to outdoor learning, enhance Forest School learning and make sure all children experience an 'active trip' this school year.</p> <p>To extend Silent Disco event across whole school after success with Year 6 last year.</p>	<p>Trips to be offered to all classes through the end of Spring/Summer term. Organised by class teachers after initial offer organised by H.Kneale.</p> <p>K.Hallinan to organise Silent Disco in Autumn 1 Half term to engage all children at the start of the year and distribute timetable for all year groups to access in hall/classes.</p>	<p>£1500</p> <p>£ 160</p>	<p>All children from Reception-Y6 know the school supports their learning outside of school. Children know the school values physical, outdoor trips to help support them build their character, resilience and love of the outdoor world. All children from Rec-Y6 were fully funded on this trip.</p> <p>As with last year children reported that they really enjoyed the Silent Disco experience as something 'new' and 'fun'.</p>	<p>This was a one-off fully funded trip utilising the underspend budget from previous years as a way of supporting children post-COVID. Future trips to be paid for/subsidised as budget allows.</p> <p>Continue to research new/fun activities outside the 'norm' to engage all children across the school, especially target groups such as least active.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£6800 22%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue to attend all South Sefton competitions and festivals this year to ensure as many children as possible are given the chance to represent school this year (in both competitive and non-competitive events)	H.Kneale and M.Metcalf to attend South Sefton meetings and co-ordinated calendar through the year to ensure maximum participation in 2021/22 as competitive events return to 'normal' following COVID-19 restrictions.	£3000	As a school we continued to attend every event and again will have the highest number of entries into each event. We consistently held a record of the children attending all competitions to ensure that no child was missed out who wanted to attend. We continue to have high levels of participation across all year groups.	Continue with close partnership with SGO Ali Watt to enter new competitions and where possible to bring more than one team. Attend SG Partnership Meetings to ensure voice is heard regarding the format and nature of competition moving forward.
Inspiration taken from Birmingham Commonwealth Games 2022 and Women's Euro Football Tournament 2022 for Summer term intra school competition and festival events.	School Sports Week linked to these events to encourage maximum engagement of all children. H.Kneale and M.Metcalf to organise alongside SGO Ali Watt (support)	£1000	The School Sports week included a host of activities including, a Commonwealth themed morning, Football, Climbing, Sports Hall Athletics, Scooters, Judo, and Sports days. Every child within school took part in every opportunity offered to them with 100% participation. Children have a growing knowledge of Commonwealth themes.	Continue to work with local, national and international sporting events and athletes to inspire and motivate children and also increase their awareness of sports events across the area, country and wider world.
To buy new sports kits for competitive events and festivals	M.Metcalf to order new kits and print for football and sports teams in September 2021.	£1500	School achieved this target, gaining 3 new football kits and all year group competition kits. SGC reported that children felt very 'proud' and 'smart' when wearing their new kits.	Kits now in place to be used in future years. Kits to be kept in PE cupboard and monitored and looked after by MM.

Fund PE teacher to give children training and support before attending competitions to ensure children are ready and confident for competitions.	M.Metcalf to organise teams and pre training around calendar (Thursday and Fridays) throughout the year.	£1000	MM hosted regular trials throughout the school, this allowed him to pick teams and prepare them fully for all competitions. Children had several wins in different competitions and also went on to represent Merseyside. This allowed children to attend competitions with confidence and a better knowledge of each sport.	Same system to be used in 2022/23 to ensure children are never 'going cold' to a competitive event and in order to ensure competition builds children's confidence and is a positive experience.
Fund transport and coaching for football league.	L.Daniels to run and organise games and transport for football competition this year (Bootle District League)	£300	More games played this year by school football team. Children enjoyed representing the school and attended training to ensure they were ready for competition.	Continue to build on success of football team to build strength of teams from Year 3 upwards. Continue to engage more girls in football through KS1 and 2 Football Clubs.

Signed off by	
Head Teacher:	L.Daniels
Date:	13.10.21
Subject Leader:	H.Kneale, K.Hallinan
Date:	13.10.21