



Mount Pleasant Primary School

**Sports Premium 2016-2017 / 2015-2016 /
2014-2015**

Evidencing impact and accountability

Mount Pleasant Primary School – Sports Premium Funding

The government is providing additional funding of £150 million per annum for academic years 2013 to 2014, 2014 to 2015 and again in 2015 to 2016 to improve provision of physical education (PE) and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport - will be allocated to primary school headteachers.

This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

Purpose of funding

Schools must spend the additional funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

Possible uses for the funding might include:

- hiring specialist PE teachers or qualified sports coaches to work with primary teachers when teaching PE
- supporting and engaging the least active children through new clubs
- paying for professional development opportunities for teachers in PE and sport
- providing cover to release primary teachers for professional development in PE and sport
- running sport competitions, or increasing pupils' participation in the School Games
- buying quality assured professional development modules or materials for PE and sport
- providing places for pupils on after school sports clubs and holiday clubs
- pooling the additional funding with that of other local schools.

Accountability

From September 2013, schools will be held to account over how they spend their additional, ring-fenced funding. Ofsted will strengthen the coverage of PE and sport within the 'Inspectors' handbook' and supporting guidance so that both schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision.

One year on, Ofsted will carry out a survey reporting on the first year's expenditure of additional funding and its impact.

Schools will also be required to include details of their provision of PE and sport on their website, alongside details of their broader curriculum, so that parents can compare sports provision between schools, both within and beyond the school day.

This document details how the Sports Premium money has been spent at Mount Pleasant and its impact from 2013-2014 to the current year.

Sports Premium Impact 2015-16

We have seen year on year improvements in the quality of teaching and the provision of P.E at Mount Pleasant.

In order to continue further improvements, we have used the sports premium funding to pay for a P.E. specialist teacher, shared across a local group of schools. This year, he has spent more time observing and monitoring teachers in school with their delivery, providing weekly professional development. In addition, he has supported the newly appointed P.E. lead to develop his role.

Our aim was to achieve the Bronze Award and this has successfully been achieved as the school continues to drive forward the importance of sports.

After school clubs have continually been developed through a wide range on offer, including Archery, Dance and Rugby to name a few. Participation in after school clubs and tournaments is increasing.

The continuous investment in SPIN (Sports in Newsome Partnerships) continues to be a worthwhile investment as it offers the school a range of interschool and across school tournaments. Our children have taken part in an increasing number and this year our Year 2 children (SEN children) came first and year 5 came second.

How we are spending our Sports Premium allocation in 2016 – 2017

| Actions | Impact | Total allocation £8,600 |
|--|---|-----------------------------------|
| <ul style="list-style-type: none"> • Employ specialist, outstanding PE teaching throughout the year. • Teachers to observe outstanding PE teaching. • Teachers to have additional PE staff training. • Hire high quality sports coaches to lead on specific aspects of the curriculum such as football skills. | <ul style="list-style-type: none"> • Increase teacher subject knowledge • Children will receive outstanding PE teaching. • High quality PE teaching is sustained over time. • All children enjoy PE lessons, develop progressive skills and understand the importance of keeping healthy. | £8000 |
| <ul style="list-style-type: none"> • Membership of SPIN (Sports Partnership in Newsome) to support the school access a wider range of sports and resources. • Collaborate with local schools to ensure inter school tournaments happen regularly. | <ul style="list-style-type: none"> • School are able to access a wider range of sports and resources. • Children will develop sportsmanship qualities. | £2458.50 |
| <ul style="list-style-type: none"> • Implement 1K across the school. • Launch with assembly via West Yorkshire Sports • Buy sufficient resources for every class. | <ul style="list-style-type: none"> • Children have at least 1 hour of daily exercise. • Children understand the importance of staying active. | £175 |

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| <ul style="list-style-type: none"> Reward class, individual effort. | | |
| <ul style="list-style-type: none"> Teachers released for professional development (network, courses, SPIN) | <ul style="list-style-type: none"> Subject knowledge developed. | £200 |
| <ul style="list-style-type: none"> Implement Wake up Shake up first thing in the morning. Start with KS1 PE Lead implementing it in Year 1. Train children to lead Wake up Shake Up in KS2. Encourage parents/carers to take part | <ul style="list-style-type: none"> Children are active and ready to learn. Parents also take part in physical activity and encourage their children to do the same. Children's leadership skills developed. | £0 |
| <ul style="list-style-type: none"> Deploy an After schools club coordinator (Linda Bairstow) to organise after school clubs across the school. Ensure there is a wide range for children to choose from, e.g. football, Badminton, Dance Support staff to be paid, teachers to be given time off in lieu. | <ul style="list-style-type: none"> Increase in enjoyment of sports and sportsmanship qualities. | £705 |
| <ul style="list-style-type: none"> Purchase a range of resources such as football, hula hoops, skipping ropes during playtimes and lunchtimes will keep children engaged and fully active. Purchase suitable PE equipment to offer access to the curriculum. | <ul style="list-style-type: none"> Children are active at playtime and lunchtimes. Children have access to high quality PE resources to support development of progressive PE skills. | £1500 |
| <ul style="list-style-type: none"> Improve leadership skills through sports via the Playground Leaders programme. Train lunchtime supervisors to lead Playground Challenges. | <ul style="list-style-type: none"> Leadership skills developed. Children are more active at lunchtimes. | £0 |
| <ul style="list-style-type: none"> Develop capacity for P.E. lead by deploying two across the school. | <ul style="list-style-type: none"> P.E. leads have a better understanding of his role and is able to continually raise the profile of P.E. throughout the school | £800 |
| <ul style="list-style-type: none"> Engage with Bikeability for Years 5 and 6. | <ul style="list-style-type: none"> Children in Years 5 and 6 are taught to enjoy riding their bikes and do this safely on the road. | £0 |
| Total spend £14,438.50 | | |

How we have spent our Sports Premium allocation in 2015 – 2016

| Actions | Impact | Total allocation £8,600 |
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| <ul style="list-style-type: none"> • Employ specialist, outstanding PE teaching throughout the year. • Teachers to observe outstanding PE teaching. • Teachers to have additional PE staff training. • Hire high quality sports coaches to lead on specific aspects of the curriculum such as football skills. | <ul style="list-style-type: none"> • Increase teacher subject knowledge • Children will receive outstanding PE teaching. • High quality PE teaching is sustained over time. • All children enjoy PE lessons, develop progressive skills and understand the importance of keeping healthy. | £8000 |
| <ul style="list-style-type: none"> • Membership of SPIN (Sports Partnership in Newsome) to support the school access a wider range of sports and resources. • Collaborate with local schools to ensure inter school tournaments happen regularly. | <ul style="list-style-type: none"> • School are able to access a wider range of sports and resources. • Children will develop sportsmanship qualities. | £2458.50 |
| <ul style="list-style-type: none"> • Teachers released for professional development (network, courses, SPIN) | <ul style="list-style-type: none"> • Subject knowledge developed. | £200 |
| <ul style="list-style-type: none"> • Ensure there are a range of sports clubs during enrichment time to enhance PE curriculum with clubs such as Karate, Archery, Netball and Football on offer. | <ul style="list-style-type: none"> • Increase in enjoyment of sports and sportsmanship qualities. | £0 |
| <ul style="list-style-type: none"> • Purchase a range of resources such as football, hula hoops, skipping ropes during playtimes and lunchtimes will keep children engaged and fully active. • Purchase suitable PE equipment to offer access to the curriculum. | <ul style="list-style-type: none"> • Children are active at playtime and lunchtimes. • Children have access to high quality PE resources to support development of progressive PE skills. | £1500 |
| <ul style="list-style-type: none"> • Improve leadership skills through sports via the Playground Leaders programme. • Train lunchtime supervisors to lead Playground Challenges. | <ul style="list-style-type: none"> • Leadership skills developed. • Children are more active at lunchtimes. | £0 |
| <ul style="list-style-type: none"> • Develop the role of the P.E. Lead | <ul style="list-style-type: none"> • P.E. lead has a better understanding of his role and is able to continually raise the profile of P.E. throughout the school | £800 |

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| <ul style="list-style-type: none"> Engage with Bikeability for Years 5 and 6. | <ul style="list-style-type: none"> Children in Years 5 and 6 are taught to enjoy riding their bikes and do this safely on the road. | |
| Total spend £12,958.50 | | |

How we have spent the Sports Premium funding: 2014-15

We believe in providing children with a broad and balanced PE curriculum which will motivate children to lead healthy lifestyles. We believe that sports and extracurricular clubs play an important part role in promoting social inclusion, healthy lifestyle and self confidence. Children should have access to high quality PE teaching and resources which will give them a love of the subject and encourage them to participate in a range of sports and raise their achievement levels.

How we have spent the Sports Premium funding and expected impact

We believe in providing children with a broad and balanced PE curriculum which will motivate children to lead healthy lifestyles. We believe that sports and extracurricular clubs play an important part role in promoting social inclusion, healthy lifestyle and self confidence. Children should have access to high quality PE teaching and resources which will give them a love of the subject and encourage them to participate in a range of sports and raise their achievement levels.

| Allocation | Impact | Total allocation £8,600 |
|---|---|----------------------------|
| <ul style="list-style-type: none"> Employ specialist, outstanding PE teaching throughout the year. Teachers to observe outstanding PE teaching. Teachers to have additional PE staff training. DHT to timetable indoor and outdoor PE. Hire high quality sports coaches to lead on specific aspects of the curriculum such as football skills. | <ul style="list-style-type: none"> Increase teacher subject knowledge Children will receive outstanding PE teaching. High quality PE teaching is sustained over time. Careful timetabling will ensure all children have an indoor as well as outdoor PE session per week, thus developing different PE skills. All children enjoy PE lessons, develop progressive skills and understand the importance of keeping healthy. | £8000 |
| <ul style="list-style-type: none"> Membership of SPIN (Sports Partnership in Newsome) to support the school access a wider range of sports and resources. Collaborate with local schools to ensure inter school tournaments happen regularly. | <ul style="list-style-type: none"> School are able to access a wider range of sports and resources. Children will develop sportsmanship qualities. | £2458.50 |
| <ul style="list-style-type: none"> Teachers released for professional development (network, courses, SPIN) | <ul style="list-style-type: none"> Subject knowledge developed. | £200 |
| <ul style="list-style-type: none"> Ensure there are a range of sports clubs during enrichment time to enhance PE curriculum with clubs such as Karate, Netball and Football on offer. | <ul style="list-style-type: none"> Increase in enjoyment of sports and sportsmanship qualities. | |
| <ul style="list-style-type: none"> Purchase a range of resources such as football, hula hoops, skipping ropes during playtimes and lunchtimes will | <ul style="list-style-type: none"> Children are active at playtime and lunchtimes. | £1444 |

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| <p>keep children engaged and fully active.</p> <ul style="list-style-type: none"> • Purchase suitable PE equipment to offer access to the curriculum. | <ul style="list-style-type: none"> • Children have access to high quality PE resources to support development of progressive PE skills. | |
| <ul style="list-style-type: none"> • Improve leadership skills through sports via the Playground Leaders programme. • Train lunchtime supervisors to lead Playground Challenges. | <ul style="list-style-type: none"> • Leadership skills developed. • Children are more active at lunchtimes. | |
| <p>Total spend £12,102.50</p> | | |

Evaluation and impact of Sports Premium 2014-2015

| | Prior to Sports Premium 2012-13 | 2014-15 |
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| Resources | Poor resources which did not allow the curriculum to be fully met. | <ul style="list-style-type: none"> • Audit of resources and purchasing new ones has allowed teachers to teach lessons to a high quality, keeping children motivated. • Purchasing specialist equipment and teaching resources has enabled the school to have fully inclusive equipment. |
| Quality of teaching | Teaching of PE was generally Requires Improvement / Good. This was mainly due to lack of good quality CPD. | <ul style="list-style-type: none"> • Teaching of PE is now good and outstanding. This is due to effective CPD sessions and all teachers in the school observing the PE lead practitioner. Teachers now enthuse, motivate and inspire children to achieve their very best. • Sports coaches have worked with teachers which has allowed teachers to develop their PE teaching and become upskilled. This has led to more competent and confident teachers. • Increased capacity and sustainability within the teaching staff. • Improved standards in PE. • Standards in PE have improved as evidenced in PE teaching and learning observations. Boys and girls of all ages, abilities and interests acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE and sport. • Positive attitudes to health and wellbeing and improved pupil attitudes to PE. (see before and after questionnaires). |
| PE curriculum | <ul style="list-style-type: none"> • A lack of a PE scheme of work meant that PE teaching was not progressive and children did not have access to a broad PE curriculum. • Children did not experience outdoor PE apart from the summer term. This meant that their outdoor PE skills were not sufficiently covered. | <ul style="list-style-type: none"> • The lead practitioner has created an imaginative, stimulating and inclusive PE curriculum. This has ensured that children have access to a progressive and broad PE curriculum which offers both traditional and new sports. • All year groups have an outdoor PE lesson once a week as well as an indoor one. This has enabled children to develop their outdoor PE skills effectively. • Positive impact on middle leadership with PE leader attending PE forums. The leader has ensured PE has remained high on the school agenda. (See PE big book and 1-1 minutes of meetings) • Increased subject knowledge for teachers through professional development. • Structured play has increased enjoyment, improved behaviour and has led to low level disruption with children coming into the classroom quietly and ready for learning. • Providing professional learning for midday supervisors for engaging children with sport has enabled children to |

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| | | be physically and purposefully active and remain active for sustained periods. |
| After school clubs | Limited after school clubs. | <ul style="list-style-type: none"> • The school now offers more after school clubs and is continuing to develop this area even further. • An enrichment afternoon once a week has allowed children to have access to a wider range of sports, such as Taekwondo and Netball. |
| School partnerships | No partnership working. | <ul style="list-style-type: none"> • Due to close links with SPIN (Sports Partnership in Newsome) the school now offer its pupils a wide range of activities, such as Bikeability, Playground leader training, multi skilled PE Day, Lunchtime Supervisor training, Playground challenges and increased outdoor resources. • The school has become a partnership school with Huddersfield Town Football Club. |
| Lettings | Limited lettings | <ul style="list-style-type: none"> • The school has increased its lettings for the sports hall during the evenings and weekends. This has enabled children in the school and community to have access to a range of sports. |
| Participation rates | Limited participation | <ul style="list-style-type: none"> • Increased take up of, in particular competitive activities; <ul style="list-style-type: none"> ○ After school clubs, ○ Tournaments, ○ Lunchtime challenges. ○ Olympic challenge day ○ School sports day |
| Gifted and talented provision | No identified talented children for PE and Sport | Children identified on the Talented register. Needs catered for as evidenced in planning and through after school clubs. |

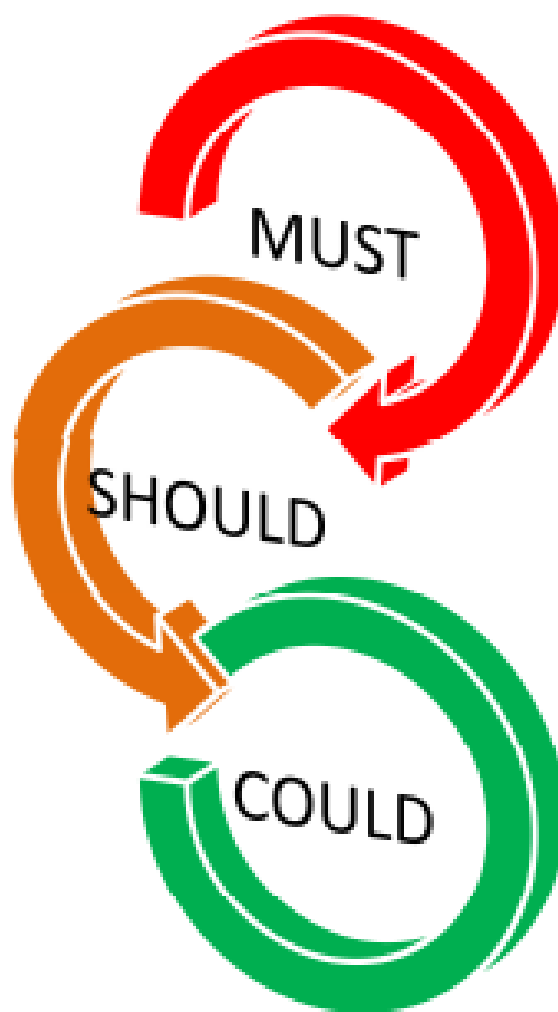
Pupil views of P.E.

| July 2016 | Strengths | Even better if |
|--|---|--|
| | <ul style="list-style-type: none"> • Running around and playing • Dancing • Rounders • Football • Swimming • Football/Basketball • Matches • 'We get to try different sports' • 'We get to learn how to play' • 'We learn new things' • New Sports games • 'That you can have fun and compete against each other' • 'I like that you get to get a physical part to learning' • 'Working as a team' • 'I liked doing the circuit training, as I like doing different activities' • 'It is Fun, you get fit and healthy' • 'It is fun and keeps you fit' | <ul style="list-style-type: none"> • Do more exercise • Play more training matches • More time • Different Activities • Lots of equipment and balls • Use more equipment • Make sure everyone is having fun • Have longer time- fitness is really Important • Do more warm ups before doing the actual lesson • Tournament for everyone at school |
| <p>Changes to be made following questionnaires Build up stamina for all children through circuit running Have discussions around perceived ideas of 'girl activities.' Ensure all children have appropriate outdoor clothes Ensure that most year groups have access to two sessions of indoor P.E. which can be used if weather is poor.</p> | | |
| July 2015 | Strengths | Even better ifs |
| | <ul style="list-style-type: none"> • Not strict in PE • Fun and educational • Learning new things all the time • Every PE lesson had teamwork • We did lots of gymnastics • Fun, active and educational • We learnt new techniques to keep us more active • Warm up activities • We like PE sessions with Mr Simmons, they are fun • Tournaments • I like doing gymnastics as there are good activities and learn more skills • Gymnastics as it s fun and gives you strength • I enjoy basketball, tennis and bench ball • I liked netball, gymnastics and football • The good thing about PE is that we do | <ul style="list-style-type: none"> • Not enough equipment • Not enough time for PE • Have more outdoor PE • Use ropes/ladders to help our climbing skills • Keep changing the sessions every week • Have more tournaments during the year • We need to learn how to do a cart wheel • Have football matches and learn what a goal keeper is • Football club for KS1 • We should get changed for PE quickly • More time for PE • More basketball and tennis |

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| | <p>different thing or sports, instead of doing the same thing all year</p> <ul style="list-style-type: none"> • I like PE because they teach us how to do the sport, rather than just trying to do it. • PE is my favourite lesson • I think PE is fantastic! | |
| July 2014 | Strengths | Even better ifs |
| | <ul style="list-style-type: none"> • I like rounders, it is really fun. • I enjoyed badminton because it is fun to do. • Netball was fun because we chose our own teams. • PE is fun because you have to work together as a team. • I think PE is really fun as we do so many sports. • I enjoyed badminton because I had time to play with my friends. • We like PE sessions with Mr Simmons. • Clubs are fun but too short. • It is brilliant because we do so many good sports such as badminton, football, dodge ball etc. • It's great because there are after schools clubs. • I think PE is fun because we get to play football and basketball. • I like taking part in the tournaments. | <ul style="list-style-type: none"> • We should continue to swim in year 6 because we would get fitter by swimming. • Needs to be more gymnastics. • I don't think we do enough football. • I would like to see more gymnastics, badminton and basketball. • We need to do more swimming. • People need to know the rules! • Can we have a sports day every year? • There should be more tournaments because we need to learn how to be more competitive. • There should be more clubs. • We should have gymnastics after school club. • There was too much dancing and I don't think boys should do dancing. • Some clubs are just for girls, why can't it be for everyone? |
| September 2013 | Strengths | Even better ifs |
| | <ul style="list-style-type: none"> • Enjoyed gymnastics in the infant hall | <ul style="list-style-type: none"> • Not enough equipment at lunchtime. • Want more PE time. • PE is 'rubbish as we only do dancing' • Would like to take part in more team activities • Better changing rooms needed (like High School) • More rugby • Want more competitions in and out of school • Want Yoga • Want more cricket • Go swimming in every year group • More equipment needed in general • Have more after schools clubs • More choice of after school clubs |



Expectations for the Primary School PE and Sport Premium



| Expectations For Governors | | |
|-----------------------------------|--|--|
| | Target | Achieved |
| Must | <ul style="list-style-type: none"> information detailing the current and projected expenditure of the grant must be published on the school's website by 4th April 2014 regularly scrutinise current and projected expenditure with head teacher and understand the impact that the grant is making. | <p>completed April 2014</p> <p>current and ongoing process</p> |
| Should | <ul style="list-style-type: none"> have a formal, long term strategy for PE and sport. This should be aligned with the SEF/ whole school plan and have been informed with pupil and staff feedback ensure all coaching staff delivering PE and extracurricular sports activities on the school site comply with minimum standards required for working in schools* ensure that sports coaches are not leading curriculum PE lessons | <p>completed (see above)</p> <p>completed and ongoing</p> <p>ongoing program of observed and team teaching</p> |
| Could | <ul style="list-style-type: none"> pool the grant with other local schools to employ a specialist teacher to train existing teachers or teach PE across a cluster of schools pay the most effective teachers an enhanced allowance to lead improvements in PE and sport (eg. via a TLR) provide training and enhanced payment for lunch time supervisors to introduce structured activities at breaks and lunch times | <p>completed September 2013</p> <p>completed through above actions</p> <p>training of lunchtime supervisors through SPIN partnership completed December 2014 and July 2016</p> |

| Expectations For Head Teachers | | |
|---------------------------------------|--|---|
| | Target | Achieved |
| Must | <ul style="list-style-type: none"> information detailing the current and projected expenditure of the grant must be published on the school's website by 4th April 2014 regularly share current and projected expenditure with governors and discuss the impact that the grant is making aim for high teaching competency in PE across the school designate a member of staff to lead PE | <p>completed April 2014 and annually</p> <p>formal and informal monitoring of PE lessons in line with the school monitoring timetable completed throughout 2014/2015/2016</p> |
| Should | <ul style="list-style-type: none"> have a formal, long term strategy for PE and sport. This should be aligned with the SEF/ whole school plan and have been informed with pupil and staff feedback ensure all sports coaches comply with the minimum standards required for working in schools* and are regularly observed ensure that sports coaches are not leading curriculum PE lessons regularly meet with PE subject leader to monitor outcomes of the grant | <p>completed April 2014 and ongoing</p> <p>completed September 2013 and ongoing. Observations in accordance with the formal/informal monitoring timetable.</p> <p>ongoing program of observed and team teaching PE lessons with the school PE coach</p> <p>termly meetings with the PE subject leader to discuss current progress</p> |
| Could | <ul style="list-style-type: none"> pool the grant with other local schools to employ a specialist teacher to train existing teachers or teach PE across a cluster of schools pay the most effective teachers an enhanced allowance to lead improvements in PE and sport (eg. via a TLR) provide training and enhanced payment for lunch time supervisors to introduce structured activities at breaks and lunch times | <p>completed September 2013 and annually</p> <p>completed through above action</p> <p>training of lunchtime supervisors through SPIN partnership completed December 2014 and July 2016</p> |

| Expectations For PE Subject Leaders | | |
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| | Target | Achieved |
| Must | <ul style="list-style-type: none"> • have information detailing the current and projected expenditure of the grant published on the school's website by 4th April 2014 • regularly share current and projected priorities and outcomes with pupils, staff, parents and senior leaders evidence the impact of the grant and publish on school website • aim for high teaching competency in PE across the school | <p>completed April 2014</p> <p>completed April 2014</p> <p>ongoing CPD programme across all year groups</p> |
| Should | <p>have a formal, long term strategy for PE and sport. This should be aligned with the SEF/ whole school plan and have been informed with pupil and staff feedback ensure all coaching staff delivering PE and extracurricular sports activities on the school site comply with minimum standards* and are quality assured audit staff to determine appropriate and targeted training</p> <p>monitor attendance at extra curricular sports clubs to ensure there is an inclusive offer which is accessible to all pupils</p> | <p>completed April 2014</p> <p>completed September 2013. Ongoing checks for external companies running after schools clubs. formal and informal monitoring of PE lessons in line with the school monitoring timetable clubs open to all students. Extra support / funding provided for pupil premium children</p> |
| Could | <ul style="list-style-type: none"> • establish a Sports Council where pupils can discuss and plan PE and sports activities • liaise and collaborate with PE leads at other schools to share good practice • achieve a quality mark which recognises achievement in PE and sport (School Games, Youth Sport Trust or afPE) • informally observe PE lessons to compile of picture of teaching competency across the school • perform annual or termly planning/ assessment scrutinise • contact local sports clubs and pay for coaching/ training of coaches to establish new community links with the school | <p>Sohail Ali to set up a School Sports Council</p> <p>Attend local network meetings. Attend SPIN meetings. Bronze award achieved Sep 2015</p> <p>informal monitoring of PE during subject release time once per term alongside PE coach, completed on an annual basis links made with external clubs helping to improve the number of and quality of after school clubs</p> <p>Application for school to become a partner with Huddersfield Town FC sent September 2015</p> |

| Expectations For Sports Coaches and Clubs | | |
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| | Target | Achieved |
| Must | <ul style="list-style-type: none"> • be 16+ if an assistant coach or 18+ if lead coach • have a UKCC Level 1 qualification if an assistant coach or UKCC Level 2 if a lead coach in the sport which is being coached • have appropriate insurance (ie. public liability) • have a clear DBS check | <p>ongoing checks for all after school clubs as above as above as above</p> |
| Should | <ul style="list-style-type: none"> • ensure class teachers play an active role in the lesson when coaching curriculum PE • have completed age-specific training in the sports being coached • have attended scUK Safeguarding and Protecting Children workshop or equivalent • sign up to or be made aware of the school's policies for behaviour, health and safety, safeguarding and equality • thoroughly plan every lesson/ session and encourage teachers to support delivery where appropriate • when teaching PE lessons, ensure that all pupils make progress and all lessons are fully inclusive and challenging • complete 1st4Sport Level 3 PE and Sport in Schools | <p>ongoing practice</p> <p>PE assessments completed for all children in line with other foundation subjects</p> |
| Could | <ul style="list-style-type: none"> • encourage and promote local sports clubs • offer to provide after school training for school staff • organise intra-school competitions assist school sports teams during off-site competitions • run additional extra-curricular sessions for low achievers and/ or gifted and talented pupils | <p>ongoing through networking and SPIN partnership. - as above</p> |