

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting  
Tool Revised July 2022

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



## Greenhill Academy Academic Year 2022-23

### Rationale

At Greenhill Academy we aim to build on children's natural enthusiasm for physical exploration by providing stimulating, purposeful and challenging experiences through games, dance, gymnastics, swimming, athletics, the daily mile and outdoor and adventurous activities. We aim for as many pupils as possible to engage in activities that promote their physical development including being involved in competitive sports.

We know from evidence that physically active children are not only healthier but do better academically and in life; they are far more likely to be active as adults. The first ten years of life provide children with a blueprint for their adult lives and is the time when they develop the critical fundamental movement skills that act as foundations and building blocks for future activity.

### Summary of Proposed activity for 2022-23

- SEND Ability Roadshow with Oldham Active Sports
- Extra-Curricular clubs
- Intra-league within the academy
- Intra-league with the NW Harmony Hub
- IQM Pentathlon- Bolton Arena
- Sports Extra-Curricular clubs with Gary Williamson (football coach) /Mr A Rahman (NW Harmony Trust Sports Lead)
- Sports Champions events
- Hathershaw Cluster events

### Intended Impact of the Pupil Premium / Sports Funding

It is intended that the above actions will be sustainable over time as they focus on:

1. the engagement of all pupils in regular physical activity
2. raising the profile of PE and sport 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

## Review of our previous strategy

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>○ The Harmony Model Curriculum planning.</li> <li>○ SEN Ability Roadshow (inclusive sports for children with an EHCP)</li> <li>○ IQM Pentathlon for children on the SEN register but without an EHCP</li> <li>○ Sports Champions events (Basketball player visit through Sports For All)</li> <li>○ Intra-leagues within the academy &amp; across the NW Trust Hub</li> <li>○ Children have made good progress in swimming (Y3)</li> <li>○ Teaching of PE is good across school</li> <li>○ Participation in Hathershaw Cluster events</li> <li>○ Introduction of a new PE curriculum- The Harmony Trust model</li> </ul>	<ul style="list-style-type: none"> <li>○ Equipment to support PE planning.</li> <li>○ Assessment – Workload and efficiency</li> <li>○ EYFS outdoor equipment</li> <li>○ Use of sports leaders</li> </ul>

## Academy Swimming Data

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	31%- Due to covid the children only accessed half of their swimming lessons.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	25% - Due to covid the children only accessed half of their swimming lessons.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	36%- Due to covid the children only accessed half of their swimming lessons.
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<b>No</b>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2022/2023		Total fund allocated: £19,580		Date Updated: 08.06.23	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</b>					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> <li>To provide quality PE and games lessons via OSD with in school coaches.</li> </ul> <p>To ensure a variety of sports and skills are taught</p>	<ul style="list-style-type: none"> <li>Hold an initial meeting with the coaches involved to explain expectations and standards.</li> <li>Provide coaches with our long term plan.</li> <li>Gain copies of their planning and monitor delivery each term</li> <li>Observe lessons delivered by all coaches- one per term per coach</li> <li>Gain feedback from TAs in the sessions each half term.</li> <li>Gather pupil voice on PE Curriculum delivery</li> </ul>	<p>Oldham Active-curriculum funded through school budget</p>	<p><u>Autumn</u> 82% of children had OSD specialist teachers delivering 1 PE session each week this term whereas 18% of children did not.</p> <p><u>Spring</u> 83% of children had OSD specialist teachers delivering 1 PE session each week this term whereas 17% of children did not. The school follows a timetable that enables all children to access OSD across the year. Some take part in dance one half term and then sports the next.</p> <p><u>Summer</u> 75% of children had OSD specialist teachers deliver 1 PE session each week this term whereas 25% did not. The school follows a timetable that enables all children to access OSD across the year. Some take part in dance one half term and then sports the next. Meaning that this year 84% of children accessed OSD PE sessions.</p>		
<ul style="list-style-type: none"> <li>To provide high quality football training sessions delivered by a qualified football coach.</li> </ul> <p>To ensure football skills are taught and developing from Years 2 to 6.</p>	<ul style="list-style-type: none"> <li>Gain copies of planning and monitor delivery each term.</li> <li>Observe lessons delivered by the football coaches- one per term</li> <li>Gain feedback from TAs in the sessions each half term</li> </ul> <p>Gather pupil voice on football provision</p>	<p>Gary Williamson Coaching <b>£1 425 (clubs)</b></p> <p>Codes EDSPE 825100 PEPSP1</p>	<p><u>Autumn</u> 32% of children had specific football training for 1 session each week this half term whereas 68% of children did not.</p> <p><u>Spring</u> 40% of children had specific football training for 1 session each week this half term whereas 60% of children did not. The school follows a timetable that enables all children to access Gary's football. Meaning so far this year 72% of children have accessed Gary's football.</p> <p><u>Summer</u> 45% of children had specific football training for 1 session each week this half term whereas 55% of children did not. The school follows a timetable that enables all children to access Gary's football. Meaning this year 84% of children accessed Gary's football.</p>		

<ul style="list-style-type: none"> <li>To provide high quality swimming lessons to Year 3 children throughout the year.</li> </ul> <p>To ensure all aspects of swimming and water safety are taught.</p>	<ul style="list-style-type: none"> <li>Class teachers to observe the lessons and feedback to SLT and Steve Ferris</li> <li>Ensure swimming teachers are aware of NC expectations.</li> <li>Children to achieve their full potential and will aim for the requirements of 25m.</li> <li>Gather pupil voice on swimming provision.</li> <li>Gather information on children who currently access or will start to access swimming outside of school.</li> </ul>	<p>Swimming Lessons <b>OCL- £1 783.33</b> (Third Term Provision)</p>	<p><u>Autumn</u> 78% of children have received Award 1 in swimming. 22% have not received Award 1 in swimming this term.</p> <p><u>Spring</u> 93% of children received Award 1 in swimming whereas 7% did not. The reasoning behind those who haven't yet received Award 1 is the attendance of some children and the physical need of others. Those with a physical need work within a small group with two adults to support them.</p> <p><u>Summer</u> 100% of children have met Award 1 in swimming. 47% of children have met Award 2 in swimming. 23% of children have met Award 3 in swimming.</p>	
--	--	--	--	--

**Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement** Percentage of total allocation:  
%

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sports Leaders (2 sports leaders to be Health Champions) to support the planning, delivery and assessment of Games and Extra Curricular Competitions</p>	<ul style="list-style-type: none"> <li>Nominate and train Yr6/5 leaders who are confident and can lead by example</li> <li>Nominate and train 2 Year 6 children as Health Champions</li> <li>Have regular meetings to plan termly competitions</li> <li>Sports Leaders to take part and lead some sports during breakfast clubs, playtimes, dinnertimes and after school clubs after training by Oldham Sports Development</li> <li>Sports Leaders to support with the audit and organisation of sports equipment</li> <li>Sports and Health Leaders to attend a training session</li> <li>Sports Leaders to assist with choosing sports teams and support training and attendance to events</li> <li>Sports and Health Leaders to gather pupil voice on what is working well, what needs to be developed and what else they would like</li> </ul>	<p>Badges £5.35 for 5 <b>(£16.05)</b></p> <p>£50 - Health champions programme (may get this free due to working with OCL)</p>	<p><u>Autumn</u> We currently have 2 children in Year 5 that have been allocated the role of 'Sports Leader'. They have had special training provided by OCL.</p> <p><u>Spring</u> We currently have 2 children in Year 5 that have been allocated the role of 'Sports Leader'. They have had special training provided by OCL. They now support other children and teachers around school and are good role models to others. So far, they have led assembly's where they shared the importance of a balanced healthy diet and the ways the other children can take part in exercise in and outside of school.</p> <p><u>Summer</u> We currently have 2 children in Year 5 that have been allocated the role of 'Sports Leader'. They have had special training provided by OCL. They now support other children and teachers around school and are good role models to others. So far, they have led assembly's where they have shared the importance of a balanced healthy diet and the ways the other children can take part in exercise in and outside of school. They now set half termly challenges that can be found on our PE display in</p>	<p>To hold more assemblies for the Sports leaders to lead. To allow them to introduce a termly competition.</p>

			the sports hall.	
To monitor the impact of extra-curricular clubs.	<ul style="list-style-type: none"> <li>• Monitor the number of children attending extra-curricular club- analysis of popular clubs and those with lower attendance- why?</li> <li>• Liaise with the class teachers and learning mentors to monitor behaviour and attendance of all children.</li> <li>• Gather pupil voice regarding extra-curricular clubs- what they enjoy, why, what they would like and what impact do they make for them-</li> </ul>	None	<p><u>Autumn</u> 30% of children attended an extra-curricular after school club this term. 12% attended extra-curricular sports clubs after school. 14% of children attended a sports club outside of school, these include boxing, football, gymnastics, cricket and dodgeball. These clubs are organised by parents and the local community.</p> <p><u>Spring</u> 36% of children attended an extra-curricular after school club this term. 15% attended sports clubs with the majority taking part in the football tournaments at Hathershaw and Greenhill. 6% of the school have access to other after-school competitions at Oldham Leisure Centre, for example archery. 16% of children attended a sports club outside of school. These include boxing, football, gymnastics, cricket and dodgeball. These clubs are organised by parents and the local community.</p> <p><u>Summer</u> 63% of children attended an extra-curricular club this half term. 31% attended in school extra-curricular clubs which covered arts and crafts, dance and cooking. 17% attended sports clubs with the majority taking part in the football tournaments at Hathershaw and Greenhill. 15% of children attended a sports club outside of school. These include boxing, football, gymnastics, cricket, horse riding and dodgeball. These clubs are organised by parents and the local community.</p>	



<ul style="list-style-type: none"> <li>To celebrate achievement in sports and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Collect the results from competitions throughout the year.</li> <li>Share the results and efforts with the whole school during assembly.</li> <li>Record the children's achievements in the termly sports newsletter.</li> <li>Praise the children regardless of winning for effort and contributions to school sports/games</li> <li>Card for certificates- participation certificates for all children who have joined in with physical activity</li> <li>Four medals per class awarded during sports day for perseverance and effort</li> <li>Nurture and encourage talent and interest in specific areas of sport- research and make links with external clubs</li> </ul>	<p>Medals/Trophies <b>£100</b></p> <p>Codes EDSPE 820100 PESP1</p>	<p><u>Autumn</u> 13% of children took part in competitions. Including archery, football and the SEND roadshow.</p> <p><u>Spring</u> 13% of children took part in competitions. Including the pentathlon, football and the SEND roadshow. The children for the SEND roadshow were chosen from the 2 onsite SEN bases as it was a great opportunity to get them involved in a sports day that was planned to meet their needs. The children for the pentathlon were chosen from Year 4- Year 6 SEN register. Again, this was to offer them an experience that had specifically been planned out for them. The footballers were chosen by Gary and Mr Rahman through observations in lessons and after-school club.</p> <p><u>Summer</u> 62% of children took part in the school intraleague competition where different year groups played against each other in a football tournament. 15% of children took part in competitions including football and running.</p>	<p>To organise different competitions relating to a range of sports e.g. netball, cricket, rounders etc.</p>
<p>To educate parents about healthy lunchboxes.</p>	<ul style="list-style-type: none"> <li>Provide parents with guidance through regular letters- Developed by SG/AR with support from dinner staff</li> <li>Develop parent knowledge of food and nutrition in newsletters.</li> <li>Provide a parent workshop regarding healthy eating- working with their children in school. Different year groups organise a parent child cookery workshop per year.</li> <li>Liaise with School Nurse and Women's Chai Group to develop parental knowledge- practical workshops/ dietician speakers</li> </ul>	<p>NONE</p> <p>£200- Resources for cooking</p>	<p><u>Autumn</u> Training sessions have not happened this half term but parents are in contact with school and midshires to support their knowledge of healthy balanced diets. Parents can access midshires from home and can support their children when choosing their school meal.</p> <p><u>Spring</u> Teachers have spoken to parents during parents meeting about healthy school lunches. Teachers are consistently talking to children about healthy bodies and healthy minds especially in PSHE. Newsletters are sent out termly with advice on how to eat healthy and exercise. Teachers have noticed some improvement with regarding lunch boxes but this will be targeted during Summer term.</p> <p><u>Summer</u> Teachers have spoken to parents during parents meeting about healthy school lunches. Teachers are consistently talking to children about healthy bodies and healthy minds especially in PSHE. Newsletters are sent out termly with advice on how to eat healthy and exercise. Teachers have made a conscious effort to speak to children about their packed lunches. Dinner ladies and members off staff have observed lunch boxes in the hall and conversations have been had with children, teachers and parents of those with</p>	<p>To observe children's lunch boxes and make sure that all children are bringing healthy lunches to school.</p>

			unsuitable lunches.	
<ul style="list-style-type: none"> <li>To promote healthy eating and a healthy lifestyle in school.</li> </ul> <p>Health Ambassadors (trained up by Oldham Sports Development) to support Healthy Lifestyle and healthy eating</p>	<ul style="list-style-type: none"> <li>Provide the children with a healthy options tuck shop each day.</li> <li>Provide the children with healthy food choices at lunchtime.</li> <li>Provide a healthy breakfast for those participating in SATs (Yr6 and Yr2)</li> <li>Teach the children about being healthy and having a balanced diet through the NC and EYFS- see LTPs</li> <li>Give the children the chance to learn about food and healthy eating in practical ways in DT- see LTPs</li> <li>Promote a positive attitude towards eating healthy, keeping active and being clean.</li> <li></li> </ul>	<p>Breakfast <b>£600</b></p> <p>Kitchen staff support £10.12 x190 days <b>£1922.80</b></p> <p>Codes EXBRK 850150 PESP1</p>	<p><u>Autumn</u> Health ambassadors have been trained by OSD to share information with the children in school. Midshires created a competition where all children were able to get involved.</p> <p><u>Spring</u> Information is continuously sent to parents to support them with their child's health and well-being. The health ambassadors have led assemblies where they shared the importance of a balanced healthy diet and ways the other children can take part in exercise in and outside of school.</p> <p><u>Summer</u> Information is continuously sent to parents to support them with their child's health and well-being. The health ambassadors have led assemblies where they shared the importance of a balanced healthy diet and ways the other children can take part in exercise in and outside of school. Health ambassadors have also set half termly challenges to encourage children to eat healthy and exercise regularly.</p>	<p>Teachers to discuss healthy eating in class- an example of a healthy lunch box to be displayed on PE display.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To monitor the assessment of children in PE.</li> </ul>	<ul style="list-style-type: none"> <li>Hold drop-in sessions or support nights for teachers and ensure all are confident and competent to assess children in PE accurately.</li> <li>Ensure through observations that assessment for learning is ongoing during lessons.</li> <li>Ensure all teachers complete assessments and input into SONAR- Assessment procedures being developed throughout academic year 22-23 in line with the implementation of the new assessment programme</li> </ul> <p>Teachers will use a range of strategies to assess children- SG to liaise with PE ImpleMentOR to discuss assessment</p>	NONE	<p><u>Autumn</u> Planning scrutiny has taken place and a Harmony Model Curriculum has been introduced to the teachers. SG is currently liaising with ImpleMentOR to improve assessment. Data was previously recorded on Target Tracker. This has now changed to SONAR.</p> <p><u>Spring</u> All teachers are following the model harmony curriculum and have given good feedback on the planning. Teachers are enjoying teaching their PE sessions and children are getting a wider range of activities. Teachers assess children at the end of each half term using SONAR.</p> <p><u>Summer</u> All teachers are following the model harmony curriculum and have given good feedback on the planning. Teachers are enjoying teaching their PE sessions and children are getting a wider range of activities. Teachers assess children at the end of each half term using SONAR. Teachers have given feedback on the assessment of PE and many feel confident when assessing their children's ability.</p>	
<ul style="list-style-type: none"> <li>To support teachers with using equipment and apparatus</li> <li>To addressing any misconceptions regarding equipment and apparatus.</li> </ul> <p>To develop staff knowledge linked to gym, dance and multi skills.</p>	<ul style="list-style-type: none"> <li>Set dates with C.Glynn for new staff to have induction regarding setting up hall equipment.</li> <li>Model setting up and using equipment with teachers during INSETs- Autumn 2, Summer 2</li> <li>Answer any questions teachers have regarding equipment and apparatus.</li> <li>Bring in coaches from sports development to team teaching with teachers across school to support and develop knowledge. Part time teachers- liaise with partner teacher to discuss findings after their session</li> </ul>	NONE	<p>SG has made it clear to teachers that she is available to answer any questions they may have. Guidance has been shared with teachers on how to set up equipment and a copy of this can be found on the PE display in the hall.</p>	To access training from OCA.
To train all teaching assistants in playground games.	<ul style="list-style-type: none"> <li>Ensure all teaching assistants and middays are confident and competent via discussions and relevant training and modelling.</li> <li>Ensure the behaviour of all children is outstanding and positively reinforced through discussions and games and activities.</li> <li>Where necessary staff will model and encourage the correct behaviour and engagement with children.</li> <li>Boxes of equipment set out at lunchtime to support adults and children.</li> </ul>	<p>Playground Equipment <b>£200</b></p> <p>Replacement KS1 climbing apparatus <b>£2,000.27</b></p>	<p><u>Autumn</u> TAs received training for outdoor games during last Summer's inset. SG has spoken to TAs and asked for feedback on how we can support them when planning and taking part in games.</p> <p><u>Spring</u> Good feedback from TAs regarding outdoor games. Activities learnt from the training session are also being used in after-school clubs. Sports leaders in place to support TAs at lunch time. Children have asked for different equipment to be put out at lunchtime and sports leaders oversee the upkeep of</p>	Children voice for lunch time games and equipment.

			<p>the playground boxes.</p> <p><u>Summer</u>          Good feedback from TAs regarding outdoor games. Activities learnt from the training session are also being used in after-school clubs. Sports leaders in place to support TAs at lunch time. Children have asked for different equipment to be put out at lunchtime and sports leaders oversee the upkeep of the playground boxes.</p> <p>TAs have received an extra session of training regarding outdoor games and equipment. Many TAs are now confident when playing games during dinnertime and have seen an improvement in children's behavior since more equipment has been made available during break times.</p>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>To offer a range of physical activities and sports clubs accessible for all children.</li> </ul> <p>To speak to the children about what other clubs and activities they would like to do in school.</p>	<ul style="list-style-type: none"> <li>Plan and deliver a range of extra-curricular clubs including EYs Sporty Club, KS1 Sporty Club &amp; Football are provided.</li> <li>Ensure that those children with SEND and additional needs are catered for in all clubs and their needs are met. (one to one if necessary)</li> </ul>	<p>Oldham Active Sports- extra-curricular          £35/hr X 39 Weeks =          £1 365</p> <p>Plus Gary Williamson Coaching (see Key Indicator 1)</p>	<p><u>Autumn</u>          Children have expressed an interest in a number of sports clubs that they would like school to offer after school including netball, dodgeball, badminton, tennis, dance and gymnastics.</p> <p><u>Spring</u>          Children have expressed an interest in a number of sports clubs that they would like school to offer after school including netball, dodgeball, badminton, tennis, dance and gymnastics (through end of term questionnaire). Some of these sports are now being planned throughout different key stage clubs with football, dance and yoga happening this term. KW, DR, SB led KS1 clubs. JR, FB led KS2 clubs that planned aspects of sports throughout the term.</p> <p><u>Summer</u>          Children have expressed an interest in different sports clubs. They enjoyed the different clubs that have been made available this term such as; football, cricket, dance and yoga. KW, DR, SB led KS1 clubs. JR, FB led KS2 clubs that planned aspects of sports throughout the term.</p>	<p>To speak to TAs to see what other sports clubs can be made available next year. Looking at a range of sports other than football.</p>

<p>To provide the children with trips, visitors and first-hand experiences</p>	<ul style="list-style-type: none"> <li>• Provide the children with the opportunities to visit places and gain experiences they may not outside school such as Robin wood</li> <li>• Provide the children with opportunities to experience alternative sports through lessons and TA clubs</li> <li>• Give children the opportunity to represent their school and themselves positively with other schools within the LA and outside the borough if possible.</li> <li>• Full inclusion of the children in Y3 to access swimming lessons</li> </ul>	<p>Trips/Visitors including Transport</p> <p>Trips £6375 (Robinwood)</p> <p>Codes EDTRI 830150 PESP1 for sport related trips only)</p> <p>Transport –Taxi’s to swimming est(£600) and Hathershaw and other competition places est (£792.60)</p>	<p><u>Autumn</u> Trips to Hathershaw, Werneth Cricket club and swimming have taken place this term with more planned for Spring and Summer. Different clubs have been planned by staff to allow children to take part in different physical activities.</p> <p><u>Spring</u> Trips to Hathershaw, Werneth cricket club, Oldham leisure centre, swimming and a Panathalon at Bolton Arena have taken place. Year 3 attended swimming every week, the children on the SEN register from Y4 to Y6 attended the pentathlon, Y3 and Y4 football team attended the tournaments at Hathershaw and Greenhill. Y5/Y6 attended netball competitions at Oldham leisure centre.</p> <p><u>Summer</u> Trips to Hathershaw, Werneth Cricket club, swimming and Oldham leisure Centre have taken place this term. Y3 attend swimming every week during the year. Intra leagues happened between year groups and with other schools in The Harmony Trust. The children also took part in a school sports day, where they were able to work on their PE skills learnt throughout the year.</p>	
<ul style="list-style-type: none"> <li>• To offer a wide range of PE and sport to all of our children in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the children with a varied curriculum during lessons, before school, during lunchtime and after school.</li> <li>• Provide the children with positive female/male role models who engage in different sport and physical activities.</li> <li>• Value all the children’s efforts and contributions.</li> <li>• Build on children’s interests.</li> </ul>	<p>NONE</p>	<p>The current curriculum offered to pupils in school includes dance, gym, multi skills, swimming and football for this term and covers all aspects required linked to the national curriculum. Spring and Summer term will offer slightly different areas/sports with some staying the same, but better weather will allow for other outdoor sports to be included, including athletics and orienteering.</p>	
<p>To identify and target those children least active in physical activity.</p>	<ul style="list-style-type: none"> <li>• Identified children for low attendance and behaviour.</li> <li>• Encourage target children to join in a range of extra-curricular sports clubs.</li> <li>• Encourage those children with SEN to join clubs</li> <li>• Ask the children what sports and physical activities they enjoy- organise lunch time activities depending on the children’s answers</li> <li>• Ask teachers to share their sporting interests-organise teachers teams and discuss trust wide competitions</li> <li>• Attend termly SEND ability road show- OAC</li> </ul>	<p>NONE</p> <p>SEND Roadshow - £150</p> <p>SEND competition £103.95</p> <p>Specialist Sensory/ Play Equipment for SEND Base £446</p>	<p>Football club has started as well as other clubs around schools. Although only the children in the football club can mix with other classes there has been a high attendance rate for all clubs provided. The least active children have been given priority. Although we try to include all children, those children who are least active are prioritised. However, to attend club's parents need to give their permission and as most of our children attend Mosque after school some parents have said that there isn't enough time for their children to attend a club and then get to Mosque on time. This is one of our targets at Greenhill.</p>	<p>To engage more with parents that are reluctant to send children to clubs due to after school responsibilities.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To be part of the Hathershaw Cluster and Inter League competitions with local schools.	<ul style="list-style-type: none"> <li>Attend cluster meetings to organise the year's events.</li> <li>Choose the children to represent our school from club participants and teacher feedback from lessons.</li> <li>Participate in Intra league across the Trust.</li> <li>Participate and organise different sporting competitions e.g basketball, netball, archery, fencing etc</li> </ul>	Cost of Cluster <b>£1250</b>  Codes EDSPE 750300 PESP1	<u>Autumn</u> Competitions have started and lots of children are being given the opportunity to take part in the competitions. Good feedback from staff members and children about the competitions. <u>Spring</u> More children have been asked to attend competitions this term, including SEN children. Trips to Hathershaw, Werneth cricket club, Oldham leisure centre, swimming and a Pentathlon at Bolton Arena have taken place. <u>Summer</u> More children have taken part in competitions this term with many having not been chosen before. There have been athletics, football, netball and cricket competitions.	Next year we will look at everyone taking part in at least one competition across the year. This has been improved this year but needs to be a focus next year.
To organise school intra league competitions	<ul style="list-style-type: none"> <li>Organise the timetable of events- AR to organise in Autumn 1, Spring 1 and Summer 1</li> <li>Ensure all children have the opportunity to take part in different sports.</li> <li>Ensure all children with SEND are included in provision.</li> </ul>	NONE	<u>Autumn</u> These generally happens in the Spring and Summer terms when the weather is better. <u>Spring</u> Football tournaments were arranged over the spring term. With schools from the Harmony Trust coming together to take part. Other intra leagues included schools from the local area. <u>Summer</u> Football tournaments were arranged over the spring term. With schools from the Harmony Trust coming together to take part. In school intra leagues took place with all children participating. Other intra leagues included schools from the local area.	
To develop links with community sports clubs.	<ul style="list-style-type: none"> <li>Liaise with OSD and in school coaches regarding children attending club.</li> <li>Invite clubs into school for taster sessions to introduce new sports to children and parents during parents evening Spring 2</li> <li>Gain contact details and maps for parents from clubs in the local area.</li> <li>Ask children which clubs they already attend outside of school.</li> </ul>	NONE	<u>Autumn</u> Currently 18% of children access sports clubs outside of school including football, boxing, swimming, karate, gymnastics, and cricket. Many leaflets have been given out, introducing children to community clubs that they may want to join. <u>Spring</u> Currently 14% of children that access sports clubs outside of school include football, boxing, swimming, karate, gymnastics, and cricket. Many leaflets have been given out, introducing	Assembly showing different clubs in the area.

			<p>children to community clubs that they may want to join. Next term there will be an assembly introducing the local area clubs to all the children to encourage them to join an outside school club.</p> <p><u>Summer</u></p> <p>Currently 15% of children that access sports clubs outside of school include football, boxing, swimming, karate, gymnastics, horse riding, dodgeball and cricket.</p> <p>Many leaflets have been given out, introducing children to community clubs that they may want to join.</p>	
--	--	--	---	--

Approval route:

Sports Premium Lead: Miss S Gilmour	Date: July 2023
Principal: Mrs M Eccles	Date:
Trust Leader: Mr A Hughes	Date: