

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting  
Tool Revised July 2022

Commissioned by



Department  
for Education

Created by



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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 2023-24

### 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 2023-24

- Extra-Curricular clubs
- Intra-league within the academy
- Intra-league with the NW Harmony Hub
- 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>○ Intra-leagues within the academy &amp; across the NW Trust Hub</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?	26%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	39%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	23%
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: 2023/2024		Total fund allocated: £19,650	Date Updated:	
<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> To ensure a variety of sports and skills are taught	<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>	Oldham Active-curriculum funded through school budget  GRHPO856	All students participate in weekly PE sessions delivered by OSD specialist teachers. The school follows a structured timetable that ensures every child has the opportunity to access OSD PE throughout the year. Some children engage in dance during one half-term, followed by sports in the next, providing a well-rounded physical education experience.	One of the key goals moving forward is to <b>further develop the intra-trust league</b> by expanding the range of sporting disciplines offered. Currently, focuses on a few core sports, but by introducing a wider variety of activities, we aim to engage more students and provide opportunities for them to develop new skills and interests. In addition to traditional sports like football and athletics, we are looking to incorporate other disciplines such as <b>netball, rugby, cricket, volleyball, and dance</b> .
<ul style="list-style-type: none"> <li>To provide high quality football training sessions delivered by a qualified football coach.</li> </ul> To ensure football skills are taught and developing from Years 2 to 6.	<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> Gather pupil voice on football provision	Gary Williamson Coaching <b>£975 (clubs)</b>  Codes EDSPE 825100 PEPSP1	All students received dedicated football training for one session each week during this half-term. The school follows a timetable that ensures every child has the opportunity to participate in Gary's football sessions. As a result, 84% of students took part in Gary's football program this year.	This expansion will not only give students a chance to participate in competitions they may not have previously encountered but will also encourage teamwork, resilience, and healthy competition across the trust. By offering a broader selection of sports, we hope to cater to students with diverse interests and abilities, ensuring that all children can find a discipline they enjoy and feel

<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> <li>Swimming kits and hats available to those children in need</li> </ul>	<p>Swimming Lessons <b>OCL- £1 750</b> (Third Term Provision)</p> <p>£100 for swimming hats/kits</p> <p>EDSPE- 825101</p>	<p>All Year 3 pupils attended swimming lessons and are able to swim at least 10 meters unaided (the equivalent of a width of the pool).</p>	<p>confident in.</p> <p>We also plan to enhance the structure of the league, introducing more age-appropriate categories, creating mixed-gender teams where possible, and encouraging students to work together across different schools within the trust. This will foster a greater sense of community and school spirit, while also promoting inclusivity and equal opportunities for all students to compete and succeed.</p>
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**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>EDSPE /342110</p>	<p>Currently, two Year 5 students have been appointed as <b>Sports Leaders</b> and have received specialised training from OCL. In their new role, they support both students and teachers across the school, serving as positive role models. So far, they have led assemblies, where they shared the importance of maintaining a balanced, healthy diet and encouraged other students to participate in physical activity both in and outside of school. Additionally, they now set half-termly challenges, which are displayed on our PE noticeboard. Moving forward, the Sports Leaders will also be organizing and leading more assemblies to continue promoting health and fitness throughout the school.</p>	<p>Commitment to <b>developing the roles of sports leaders</b> to support the effective use of playtime equipment and ensure that the interests of students are considered. These students, often selected for their leadership skills and positive attitudes, will take on responsibilities such as organizing and facilitating games, encouraging others to participate, and ensuring the equipment is distributed and returned appropriately.</p>

<p>To monitor the impact of extra-curricular clubs.</p>	<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>	<p>None</p>	<p>The Extra-Curricular Lead developed a well-rounded schedule of after-school activities for pupils across the academy, ensuring a balance of sporting, creative, and social opportunities. This year, sporting activities saw a particularly high level of interest, with a greater number of pupils participating in physical after-school sessions than ever before.</p>	<p><b>Further develop the extracurricular activities schedule</b> throughout the academic year, with a particular focus on offering a broader and more diverse range of <b>sporting activities</b> to engage students.</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> EDSPE / 810200</p>	<p>The Extra-Curricular Lead worked closely with the Harmony Trust Sports Coordinator to maximise opportunities for pupils to take part in a variety of intra-trust competitions. As a result, more pupils participated this year and returned with a range of awards, including certificates, medals, and trophies.</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  £200- Resources for cooking  EDSPE-810200</p>	<p>Teachers have discussed healthy school lunches with parents during parent meetings, emphasizing the importance of nutrition. They consistently talk to students about maintaining healthy bodies and minds, particularly during PSHE lessons. Termly newsletters provide families with tips on healthy eating and exercise. Teachers also make a conscious effort to engage with students about their packed lunches. Additionally, lunchtime staff, including dinner ladies, regularly observe lunch boxes in the hall and have initiated conversations with students, teachers,</p>	



			and parents when necessary, to promote healthier choices.	
<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 EYFSee 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>Kitchen staff support £10.12 x190 days <b>£1922.80</b></p> <p>Codes EDSPE</p>	<p>Throughout the school year, the Health Ambassadors, trained by OSD, have played an active role in promoting health and well-being. In the <b>Autumn</b>, they shared important health information with students, while Midshires organized a competition that encouraged all children to get involved.</p> <p>In <b>Spring</b>, information continued to be sent to parents to support their child's health, and the Health Ambassadors led assemblies, emphasizing the importance of a balanced diet and encouraging students to participate in physical activities both in and outside of school.</p> <p>By <b>Summer</b>, the Health Ambassadors had not only continued their work with parents and led more assemblies, but also introduced half-term challenges. These challenges encouraged children to make healthy food choices and stay active on a regular basis, reinforcing the year-round focus on health and well-being.</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	All teachers are following the Harmony curriculum model and have provided positive feedback on the planning. They are enjoying delivering their PE sessions, and students are benefiting from a wider range of activities. At the end of each half-term, teachers assess students using SONAR. Feedback on the PE assessments has been largely positive, with many teachers feeling confident in evaluating their students' abilities.	<b>Ensure that PE and sport-specific Continuing Professional Development (CPD)</b> is offered as part of the academy's overall CPD program. This will provide staff with the opportunity to enhance their knowledge, skills, and confidence in teaching physical education, ultimately improving the quality of PE delivery across the curriculum. To achieve this, we plan to integrate targeted <b>PE-related training sessions</b> within the broader CPD offer, ensuring that teachers are equipped with up-to-date strategies, resources, and best practices to engage students and deliver high-quality PE lessons.
<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 teach 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	PE lead has made it clear to teachers that she is available to answer any questions they may have. She has also provided guidance on how to set up equipment, and a copy of this information is displayed on the PE noticeboard in the hall for easy reference.	
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. Where necessary staff will model and encourage the correct behaviour and engagement with children.</li> <li>Boxes of equipment set out at lunch times to support adults and children.</li> </ul>	<b>£200 playground equipment EDSP / 810200</b>	TAs have provided positive feedback on the outdoor games, with many activities learned during training now being used in after-school clubs. Sports Leaders are in place to support TAs during lunchtime. In response to children's requests, different equipment has been made available at lunchtime, and the Sports Leaders oversee the maintenance of the playground boxes. TAs have also received additional training on outdoor games and equipment. As a result, many TAs now feel more confident when leading games during lunchtime, and they have observed an improvement in children's	To enhance the quality of <b>playtime experiences</b> , it is essential that <b>playtime equipment is replenished regularly</b> . This ensures that students always have access to a variety of well-maintained and engaging resources, which encourages active play and promotes physical activity. Regular replenishment not only keeps the equipment in good condition but also allows for the introduction of new items to keep playtime exciting and fresh. This approach will help foster creativity, teamwork, and physical development as students engage in a wide range of activities during their breaks.

			behavior since the introduction of more equipment during break times.	
<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>EDSPE- 810200</p>	<p>The Extra-Curricular Lead developed a comprehensive schedule of after-school activities for pupils across the academy, ensuring a well-balanced mix of sporting, creative, and social opportunities. This approach was designed to cater to a wide range of interests, allowing students to explore various activities and develop new skills outside the classroom. Sporting activities, in particular, saw a significant increase in demand this year, with a higher number of pupils participating in physical sessions compared to previous years. The variety of sports offered, ranging from team games to individual challenges, helped engage students of all abilities. Additionally, creative and social clubs provided valuable outlets for students to express themselves and build social connections. As a result, after-school participation rates have grown, fostering a more active and well-rounded school community.</p>	<p><b>Further develop the extracurricular activities schedule</b> throughout the academic year, with a particular focus on offering a broader and more diverse range of <b>sporting activities</b> to engage students.</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 £7182 (Robinwood) Codes EDTRI/830150 EDSPE-GRHJN813</p> <p>SEN TAXIS- £299.15</p> <p>Taxis: Swimming £720 Hathershaw cluster: £1320 EDSPE</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>£100 sports day resources</p> <p>EDSPE-810200</p>	<p>The physical education curriculum for this term offered a diverse range of activities, ensuring that all aspects required by the national curriculum were thoroughly covered. Pupils participated in <b>dance, gymnastics, multi-skills, swimming, and football</b>. These activities were designed to develop a wide variety of skills, including coordination, flexibility, teamwork, fitness, and technique. The <b>multi-skills</b> sessions provided a foundation for basic movement and sport-specific abilities, while <b>swimming</b> ensured that all students achieved the minimum required proficiency in water safety.</p> <p>Looking ahead to the <b>Spring and Summer</b> terms, the curriculum was planned to introduce some slight variations. While some sports, such as football, remained in place, the <b>improved weather conditions</b> allowed for additional outdoor sports and activities. These included <b>athletics</b>, where pupils developed their skills in running, jumping, and throwing events, and <b>orienteering</b>, which encouraged teamwork and problem-solving in outdoor settings. This combination of indoor and outdoor activities ensured that students not only met the national curriculum requirements but also had a well-rounded physical education experience that promoted fitness, health, and a lifelong love of sport.</p>	
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<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> <li>Equipment for reception SEND children to support physical education/needs</li> </ul>	<p>SEND Roadshow £150</p> <p>EDSPE</p> <p>SEND Outdoor equipment- Reception £2000</p> <p>EDSPE-810200</p>	<p>The <b>Football Club</b> has started, along with several other after-school clubs across the school. While only students in the football club are currently able to mix with other classes, there has been a high attendance rate for all the clubs offered. Priority has been given to the least active children, ensuring they have the opportunity to get involved. Although the goal is to include as many students as possible, those who are least active have been given priority.</p> <p>However, to attend a club, parents must provide permission, and many of our students attend Mosque after school. As a result, some parents have expressed concerns that there isn't enough time for their children to participate in a club and still make it to Mosque on time. This challenge is one of our targets to address at Greenhill.</p>	
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>To be part of the Hathershaw Cluster and Inter League competitions with local schools.</p>	<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> <li></li> </ul>	<p>Cost of Cluster <b>£1250</b></p> <p>Codes EDSPE DI102100294</p>	<p>Promotions for events, tournaments, and student successes are prominently displayed throughout the academy and shared with the school community via newsletters and during celebration assemblies.</p>	<p><b>Ensure a wider range of tournaments and sporting events</b> are offered to engage and involve a broader spectrum of pupils. Currently, participation in competitive events may be limited to certain groups of students, but we aim to <b>expand opportunities</b> so that all pupils, regardless of ability or</p>

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> <li></li> </ul>	NONE	The school worked closely with the Harmony Trust Sports Coordinator to ensure that pupils had access to a wide range of intra-trust competitions throughout the year. By liaising regularly, they were able to create more opportunities for students to participate in these events, fostering a sense of friendly competition and sportsmanship across the trust. As a result, a greater number of pupils took part in the intra-trust competitions compared to previous years. Many of these students returned with impressive results, including certificates, medals, and trophies, which not only celebrated their individual achievements but also highlighted the school's commitment to promoting physical activity and healthy competition. These successes have helped raise the profile of school sports within the academy and have motivated more students to get involved in future competitions.	experience, can participate in school-based tournaments. This includes <b>inclusive competitions</b> that cater to a range of skill levels, as well as introducing new sports and formats to appeal to a wider range of interests.
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		

Approval route:

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