

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● All pupils have 2 hours of PE each week.</li> <li>● School Games Award – Platinum (2018 – Present)</li> <li>● Using the new assessment format through the PE passport app.</li> <li>● Pupils have access to attend extra sports clubs before and after school.</li> <li>● Newham SSP providing PE inset training to all staff and team teaching with NQT's which raised confidence &amp; improved knowledge and skills of teaching staff. Teachers are assisted in delivering outstanding PE lessons.</li> <li>● Creating links with local sports teams within the community to further our pupil's performance.</li> <li>● Use of pupil voice to identify any barriers that hinder our pupils from attending sports clubs within the school.</li> <li>● Participating in competitions, target children with particular talent for specific competitions while also widening the participation so that more children are able to represent the school</li> </ul>	<ul style="list-style-type: none"> <li>● Collecting visual evidence in PE</li> <li>● Purchasing a wide variety of equipment to allocate to different year group bubbles.</li> <li>● To introduce Marathon Kids to set daily challenges for pupils to improve their own personal fitness.</li> <li>● Develop activities at playtime and lunchtime for each year group bubble.</li> <li>● Develop staff expertise and experience of accurate assessment within PE lessons</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020**     **£3,700**  
**+ Total amount for this academic year 2020/2021** £19,500  
**= Total to be spent by 31st July 2021**             **£23,200**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	<p>This normally takes place in June but as a result of Covid, unknown.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>This normally takes place in June but as a result of Covid, unknown.</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>This normally takes place in June but as a result of Covid, unknown.</p>
<p>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?</p>	<p>This normally takes place in June but as a result of Covid, no.</p>

## Action Plan and Budget Tracking

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

Academic Year: 2020/21		Total fund allocated: £23,200		Date Updated:	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					<p>Percentage of total allocation:</p> <p>53%</p>
Intent	Implementation		Impact		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>		<p>Sustainability and suggested next steps:</p>
<p>Pupils will be able to set up and lead activities for their peers within their bubbles.</p> <p>All pupils will be physically active on a daily basis throughout playtime &amp; lunchtime contributing to the 30 mins physical activity/day recommended by the chief medical officer</p> <p>80% of children in KS2 will run the equivalent of at least one marathon and all children will run the equivalent of at least half a Marathon throughout the 20/21 academic year increasing their aerobic fitness</p>	<ul style="list-style-type: none"> <li>• Purchase equipment for the playground for each year group bubble. £6975</li> <li>• Purchase two outdoor table tennis sets including bats and balls. £1558</li> <li>• Introduce Marathon Kids for all KS2 pupils. Keep a record of pupils. Select ambassadors from each class to lead the activity. Purchase wristbands, medals and certificates which would be given to pupils within virtual assemblies. £500</li> </ul>	<p>The PE department selected 12 pupils from KS2 (years 3-6). They were taught and trained how to lead activities at playtime and lunchtime for their year group bubbles.</p> <p>The break/lunchtime results indicated that pupils were being active (see below) on a daily basis.</p> <p><b>Marathon Kids</b></p> <p>This was launched for all KS2 pupils. This allowed pupils to stay active during break and lunchtimes.</p> <p>Marathon Kids allows pupils to complete a marathon throughout</p>	<ul style="list-style-type: none"> <li>• To carry on with the playtime year group challenges.</li> <li>• Add individual winners as well as carrying on with the class winners.</li> <li>• Pupil Voice to identify what types of activities pupils prefer.</li> <li>• To incorporate marathon kids within pupil's fitness runs throughout the day.</li> </ul>		

the school year at their own pace and it also rewards pupils with various prizes when they achieve a specific distance.

1<sup>st</sup> distance – 10.6km  
2<sup>nd</sup> distance – 21.1km  
3<sup>rd</sup> distance – 31.7km  
4<sup>th</sup> distance – 42.2km (marathon)

**Year 3** – as a year group they ran a total distance of **121.82km.**

**Year 4** – as a year group, they ran a total distance of **233.68km.**

**Year 5** – as a year group, they ran a total distance of **117.05km.**

**Year 6** – as a year group, they ran a total distance of **181.5km.**

Pupils were taught how to input the Marathon Kids data online for their year group and they would do this on a weekly basis.

The data indicated which pupils were running during their break and by term 5 there was a decline in the number of pupils that were running at break and lunch times.

### **Pupil Voice**

The pupil's voice indicated that pupils were getting bored at running at play and lunch times.

			<p>As a result of this the PE department had to use new strategies to motivate the children to run therefore they started incorporating the marathon kids lap within their PE warm ups, breakfast football club and the various extracurricular sports clubs. Medals were also purchased as a reward incentive for pupils as well as celebrating their achievements in whole school virtual assemblies.</p> <p>At the end of June 2021 the marathon kids data indicated that 92% of pupils that started the marathon kids from the beginning completed half a marathon.</p>	
<p>Pupils will be able to compete in year group bubble challenges during break and lunch times throughout the school week.</p> <p>All pupils will be physically active on a daily basis throughout playtime &amp; lunchtime contributing to the 30 mins physical activity/day recommended by the chief medical officer</p>	<ul style="list-style-type: none"> <li>● Train sports leaders by the PE Department/ Newham SSP in each year group bubble to set daily challenges. Supply them with a wide variety of Youth Sports Trust Cards for delivering activities.</li> <li>● Set Class Challenges led by the PE Department.</li> <li>● Create a timetable of activities that is available on different days.</li> </ul>	<p>Newham SSP (£3280)</p>	<p><b>Break/Lunch Challenges</b></p> <p>Each year groups were given a mixture of sports leaders that would deliver challenges at break and lunch time and they would also document the results on the chrome books.</p> <p>Weekly challenges were set for each class to compete against their opposing year group. Pupils competed each day to achieve their personal best at break/lunchtimes. At the end of each week each child's best score was added together and the class</p>	<ul style="list-style-type: none"> <li>● To create a rota for the Sports Leaders on a weekly basis instead of a termly basis.</li> <li>● Ensure that activities are appealing and challenging for pupils.</li> <li>● Continue to keep a register of the pupils who are taking part in each challenge.</li> </ul>

with the highest overall score got to keep the trophy for that week in their class.

Below is an example in how pupils recorded their scores for the break challenges for a term.

<b>Week1</b>	
<b>Star Jumps</b>	
<b>Class</b>	<b>Total</b>
1F	1556
1C	1361
2M	237
2H	36
3H	1272
3Z	653
4I	1240
4G	1331
5A	100
5P	1416
6K	499
6F	541

<b>Week 2</b>	
<b>Football Shuttle Runs</b>	
<b>Class</b>	<b>Total</b>
1F	200
1C	217
2M	54
2H	11
3H	193
3Z	112
4I	20
4G	77
5A	265
5P	214
6K	24
6F	22

<b>Week 3</b>	
<b>Speed Bounce</b>	
<b>Class</b>	<b>Total</b>
1F	2211
1C	2442
2M	269
2H	161
3H	3471
3Z	2056
4I	449
4G	527
5A	805
5P	510
6K	700
6F	771

<b>Week 4</b>	
<b>Target Throws</b>	
<b>Class</b>	<b>Total</b>
1F	1090
1C	970
2M	405
2H	245
3H	445
3Z	0
4I	590
4G	0
5A	0
5P	5
6K	0
6F	0

The results allowed sports leaders to identify what activities worked well and what activities they would need to change for the following term. The decline in the data above suggested that target

			<p>throws didn't really grasp pupils' attention. Each child performed each activity at their own free will however a register was kept to identify which pupils were/weren't taking part. The sports leaders in each year group bubble (KS2) and the teaching assistants in KS1 kept the register during break and lunch and made a note of which pupils were taking part. The PE department was able to identify which pupils weren't taking part and designed activities to target those individuals to allow them to become more active.</p>	
<p>Children develop their skills in a wider range of sporting activities and increase their physical stamina &amp; coordination: skipping, speed bounce, archery, Boccia &amp; new age kurling</p>	<ul style="list-style-type: none"> <li>• Purchase a wide range of sports equipment for each bubble.</li> </ul>		<p>In Term 1 and Term 2, KS1 and KS2 pupils were competing in weekly challenges at break and lunch. Pupils were given the opportunity to better their results throughout the week.</p> <p>In Term 3 and the beginning of Term 4 the majority of pupils still competed in weekly challenges however they did this from home due to Covid, 19. The challenges were held by the London Youth Games Virtual Challenges and the pupils' scores were combined as a borough to identify which borough was the most active. The Virtual Challenges lasted for eight weeks. Pupils would perform the challenges and then send their scores to their teacher who would</p>	<ul style="list-style-type: none"> <li>• Introduce the PE Passport challenges for pupils</li> </ul>

			<p>then transfer the results to the PE lead. The Challenges were, Week 1 - Speed bounce, Week 2 - Russian Twist, Week 3 - Jumping Jacks, Week 4 - Shuttle Runs, Week 5 - Shoulder Tap, Week 6 - Ski Jumps, Week 7 - Step Ups and Week 8 - Squats. Newham borough finished 10th overall out of 33 schools.</p> <p>New equipment was being purchased termly which enabled pupils to become more active and kept them excited and engaged throughout the school year. Each year the group had access to their own equipment.</p>	
<p>Less active children throughout KS2 improve their physical fitness &amp; motivation re: being physically active – attendance of target children will be tracked &amp; monitored</p>	<ul style="list-style-type: none"> <li>• Ensure that all breakfast sports clubs are free to all KS2 pupils.</li> <li>• Supply each pupil with letters to breakfast clubs as well as their class teachers.</li> <li>• Target pupils that are less active and find it difficult to attend after school clubs and offer free early morning, extra-curricular sports clubs to increase participation in physical activity.</li> </ul>		<p>As a result of the football club being free for all pupils it allowed them to firstly increase their aerobic fitness through a fun and positive way. All pupils demonstrated higher levels of aerobic fitness by the end of June. This was measured by performing a daily mile run at the start of the school year and at the end. Each pupil was able to complete the daily mile at a faster time.</p> <p><b>Pupil Voice</b> All pupils in year 5 and 6 completed a pupil voice to identify what type of activities they would prefer to participate in. The pupil</p>	<ul style="list-style-type: none"> <li>• Pupil Voice for all year groups to identify which activities they would like to participate in.</li> </ul>

voice indicated that the year 6 girls preferred to participate in sports activities such as hockey, dodgeball and all girls football sessions. The year 5 girls stated they would like to have more skipping, running and team sports activities. The less active boys in both year groups stated that they would like to play sports such as hula hut, dodgeball and hockey. As a result of the pupils' voice the PE leads were able to purchase new equipment based on the pupils' needs which they were able to use at play/lunch times..

In terms of targeting the less active pupils, pupils were identified from the break/lunch time registers and the PE assessment results through the PE passport app.

The PE passport indicated which pupils were working towards their expected rate.

Year 1 - 25.9%

Year 2 - 20.1%

Year 3 - 13.3%

Year 4 - 5.1%

Year 5 - 11.7%

Year 6 - 8.2%

			<p>Through the app it identifies who the pupils are. Those pupils were identified at the end of Term 1 and they were offered to join a breakfast or after school sports club.</p> <p>An attendance register was kept through the app and it indicated that 71.4% of the targeted pupils attended each session.</p>	
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	7%

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Children wear appropriate clothing for PE and understand the need to change clothing regularly. The school maintains a good record of all children having PE kits to change into for PE</p>	<ul style="list-style-type: none"> <li>● Purchase staff PE kits. Staff members will lead by example so that pupils will bring their PE kits to school.</li> <li>● Purchase spare PE kits for students.</li> <li>● Send a reminder text to parents informing them that pupils can attend school in their PE kits on their PE days.</li> </ul>	<p>£300</p>	<p>Pupils learnt that on their PE days they were allowed to come to school in their PE kits. This firstly reduced the number of pupils that would forget to bring their PE kits which therefore led to 100% of students participating in PE.</p> <p>A weekly register was kept and monitored through the PE Passport app.</p> <p>The PE Passport App stated that 96.9% of pupils from KS1 to KS2 brought their PE kits to school.</p>	<ul style="list-style-type: none"> <li>● Continue to purchase both student and staff PE kits as well as student kits for the various sports teams when competing in competitions.</li> </ul>

			Pupils who forgot their PE kits were given a spare kit for the session.	
To celebrate and raise pupil's achievements in sport regardless of ability or barrier to learning, through use of the PE notice board and virtual assemblies - improve participation in sport & an incentive to aim high	<ul style="list-style-type: none"> <li>• Purchase various awards such as certificates, medals and trophies.</li> <li>• Display achievements on the PE notice board.</li> </ul>	£1000	<p>At the end of each term pupils competed in termly intra school competitions (see below - key indicator 5). Their results were sent to the Exe. Headteacher and they were announced and celebrated in the whole school virtual assembly.</p> <p>The PE notice board was also used to display and celebrate pupils' results. The notice board had wheels which enabled the PE department to position the board in each year group bubble so pupils could see and congratulate their peers. The notice board was also used to display the winners and scores of the playtime/lunchtime challenges.</p> <p>When pupils saw their names on the board it raised the level of their confidence and also it motivated their peers to work even harder so that their names could be displayed on the board for the rest of the school to see.</p>	<ul style="list-style-type: none"> <li>• Continue to celebrate pupils' achievements on the PE notice boards and assemblies.</li> </ul>



	<p>assessment and the delivery of PE across all phases of the school.</p> <ul style="list-style-type: none"> <li>• Dance/Gymnastics instructor to team teach with teachers to build confidence and knowledge. Book an instructor through Newham SSP.</li> </ul>		<p>who had the ability to identify what they were doing well and how they could improve whilst being guided by their PE teachers.</p>	
<p>Pupil activity &amp; engagement in lessons, especially outdoor sports is raised throughout KS2 particularly in the context of children undertaking sports lessons with their class teacher</p>	<ul style="list-style-type: none"> <li>• Attend virtual CPD courses available to staff for those lacking confidence, knowledge or skill in particular areas of the curriculum. Ensure teachers/instructors are aware of CPD courses that are available.</li> <li>• Training and networking with other schools to enhance provision through exposure to new ideas.</li> <li>• Termly meeting with teachers teaching PE.</li> </ul>	<p>Newham SSP (£3280)</p>	<p><b>Team teaching</b> A specialist was brought in to team teach with class teachers whilst delivering PE lessons for their class. This allowed the teachers to develop new strategies and also improved their confidence enabling them to deliver a high quality PE lesson.</p> <p><b>Pupil Voice</b> At the end of the term, year 4 pupils were asked to fill in a pupil voice to identify how they felt the cricket sessions were. All pupils (100%) stated that they enjoyed the lessons and that they would like the lessons to carry on in that format.</p> <p>Pupils were then given the opportunity to join an out of school cricket club for free to further their development. Unfortunately due to Covid, 19 pupils were unable to join the cricket club however they will get the opportunity in September 2021.</p>	<ul style="list-style-type: none"> <li>• Continue to use the team teaching service through the Newham SSP</li> <li>• Attend CPD courses when possible.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 9%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>All children throughout KS1 &amp; KS2 will participate in a 'new' sports activity (register kept of new sports activities offered in which children engage)</p>	<ul style="list-style-type: none"> <li>• Create a visual timetable where pupils can access it easily to identify what clubs are on offer.</li> <li>• Display the extra-curricular sports timetable on the school's website so that parents can access it for their children.</li> <li>• Purchase a vast variety of sports equipment.</li> <li>• End of year PE Week with a focus on providing pupils with opportunities to find a sport they enjoy.</li> <li>• Contact local clubs/coaches within the community to introduce new sports as an extracurricular club.</li> <li>• Continue to offer a wide range of physical activities to promote further interest in the subject. This is achieved</li> <li>• Across the school day i.e.</li> </ul>	<p>£1000</p> <p>Newham SSP (3280)</p> <p>£1200</p>	<p>Pupils were given the opportunity within their PE Lessons and at break/lunch and after school sports clubs to try and learn a new sport.</p> <p>These new sports were; archery, boccia, hula hut, football rounders, seated volleyball and orienteering.</p> <p>In KS2 orienteering was the pupil's favorite activity because they stated they got to use iPads to complete the challenges and they got to run around the entire school. The app allowed the PE department to monitor the distance that pupils were achieving throughout each session. The distance was then calculated and transferred onto the Marathon Kids data.</p> <p>On a weekly basis the KS2 pupils were running and covering the following distances;</p> <p>Year 3 - 1505m</p> <p>Year 4 - 1839m</p>	<ul style="list-style-type: none"> <li>• Continue to research and offer new activities for pupils.</li> <li>• Contact external companies such as fencing to deliver sessions</li> </ul>

	<p>Early-morning, after school and offsite education.</p>		<p>Year 5 - 2799m</p> <p>Year 6 - 2908m</p> <p>KS1 pupils stated that they enjoyed hula hut the most because it was fun and they had to aim properly to hit their opponents hoop. This activity allowed them to develop their hand eye coordination, communicational skills, team work, allowing them to strategise in terms of choosing their own roles which are attackers, defenders and builders.</p> <p>There was 100% participation according to the registers of pupils that attended school on the days the new activities were delivered.</p>	
	<ul style="list-style-type: none"> <li>● Utilise the pupil voice to provide feedback of the types of sports clubs they would like to take part in.</li> <li>● Offer sports clubs for each year group bubbles and specific allocated days.</li> <li>● Supply teachers/office staff with letters for pupils that may join at various points throughout the school year.</li> </ul>			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				29%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All (100%) pupils engage in competitive sports, through 'intra' and 'inter' school levels, in partnership with Newham SSP.	<ul style="list-style-type: none"> <li>Continue to organise half termly intra events for all KS2 pupils which are;               <ol style="list-style-type: none"> <li>Hallsville's Cross Country</li> <li>Football tournament</li> <li>Easter Sports Camp</li> </ol> </li> <li>Introduce additional intra termly competitions which are;               <ol style="list-style-type: none"> <li>KS1 Cross Country</li> <li>KS1 &amp; KS2 Dodgeball tournament</li> <li>KS1 &amp; KS2 Hula Hut tournament</li> <li>KS1 &amp; KS2 Archery competition</li> </ol> </li> <li>Continue to organise Non-Competitive Sports Days for EYFS, KS1 and KS2 and also Competitive Sports Day for KS2.</li> <li>Newham SSP membership –</li> </ul>	£500  £50 £150 £1436          £606          £400	All pupils in KS1 and KS2 took part in intra sport competitions at the end of each term. Medals were awarded to 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> for each individual. There has also been a separate category for boys and girls resulting in a higher participation/motivation for the girls especially in football.  As a result of Covid 19, pupils were unable to attend inter school competitions for the majority of the school year however in June 2021, eight pupils from KS2 had the opportunity to compete in an athletics competition adhering to the Covid, 19 guidelines.	<ul style="list-style-type: none"> <li>Continue to attend competitions through the Newham SSP</li> <li>Join a new sports partnership with University of East London</li> </ul>

	<p>continue to take part in various inter sporting events (virtually).</p> <ul style="list-style-type: none"> <li>• All pupils in year 4, 5 and 6 will be tested in athletics through the Newham SSP to identify pupils that are gifted and talent. Pupils selected will have free access to an external sports club at the local athletics track.</li> <li>• Continue to organise PE Week which enables pupils to take part in various intra sporting events.</li> <li>• Swimming year 6 – all pupils in year 6 will have access to free swimming lessons for 10days.</li> <li>• PE passport – to identify the number of children that took part in competitions</li> </ul>	<p>Newham SSP (£3280)</p> <p>Newham SSP (£3280)</p> <p>£1200</p> <p>£2600</p>		
<p>80% in KS2 will run the equivalent of at least one marathon and all children will run the equivalent of at least half a Marathon throughout the 20/21 academic year increasing their aerobic fitness</p>			<p>The Marathon Kids data indicated that 96% of KS2 pupils ran an entire marathon throughout the school year. The percentage of pupils that didn't complete a marathon were the SEN pupils however 100% of KS2 pupils from the start of the school year</p>	<ul style="list-style-type: none"> <li>• Join the Daily Mile</li> </ul>

		<p>including the SEN pupils completed half a marathon.</p> <p>To achieve this the PE Teachers started including the marathon laps at the start of each PE lesson as a warm up. As the weeks went on pupils were completing their laps at a faster time and in some cases they were able to run extra laps within a given time limit. This resulted in an apparent increase within their aerobic fitness.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	