

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



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](#) (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

Please visit [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 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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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"> • P.E is now a PPA subject ensuring a higher quality of delivery and a guarantee of P.E time for every child. • Level of competition has continued to increase year on year: in 2018-19 we competed with 19 teams across eight different sports with 185 children. This continued into 2019-20. Despite the early shut down of competition, the following sports teams continued: girls' football, boys' football, tag rugby, tennis, gymnastics, year 4 football, boccia and sportshall athletics. Provision was increased for the following sports: year 4 mixed football and girls' football cup competitions. • The school has been recognised for its commitment to school sport with gold in the School Games Mark. This has been rolled over in 2019-20 and 2020-21. • The new sports surface continues to be used, which helps facilitate a better quality of P.E delivery, less impact on weather, a safer environment and increased opportunities for exercise at play and lunchtime (for example, it is now much easier to organise intra-school competition). This has also helped raise the profile of sport and encourage the children to be more active at play and lunchtimes. • SEN sport was identified as an area of improvement. In 2018-19, a boccia tournament was entered and in 2019-20 the school went a step further and hosted its very own tournament. There were plans to enter two more tournaments, curtailed by the lockdown. • A play-leader has been hired for lunchtimes working with two classes a day. This means children have greater opportunity to exercise for more than 30 minutes in school time and take part in increased intra-school competition. Again, this has really raised the profile of sport and | <ul style="list-style-type: none"> • Dance and gymnastics lessons have been identified as an area for improvement: they lack clear progression between schemes and year groups; staff lack knowledge in key teaching and learning concepts; there is no consistency between schemes. As a result, a gymnastics and dance coach has been hired to lead an overhaul of the subject. • There is a lack of focus when it comes to intra-school events such as sports day. For example, sports days have not been reflective of the year group's curriculum provision. As such, the PE co-ordinator will support staff to make sports days more reflective of what has been taught throughout the academic year. • Class teachers will be returning to the teaching of games after the PE coordinator taught games for the last two academic years. As such, teachers will need support in delivering high quality games lessons. |

exercise.

- The PE coordinator has spent the last two years developing high quality schemes of work and lesson plans for the outdoor games portion of the PE curriculum.
- These lessons have developed a focus on character building within PE teaching: explicit opportunities to help young people develop resilience, determination and self-belief, and instilling values and virtues such as friendship and fair play.
- The lessons are focused on fun and enjoyment, and help young people (particularly girls and less active groups) to build confidence and develop a positive relationship with sport and physical activity.
- The schemes are based around a teaching and learning of teaching games for understanding (TGfU) meaning they imbed increased levels of physical-literacy through competitive-like situations around realistic problems. TGfU revolves around intrinsically motivating activities that involve decision-making and tactics.

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

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

| | | | | |
|--|--|------------------------------------|---|--|
| Academic Year: September 2020 to March 2021 | | Total fund carried over: £0 | Date Updated: 31st March 2021 | |
| What Key indicator(s) are you going to focus on? | | | | Total Carry Over Funding: £0 |
| Intent | Implementation | | Impact | |
| Your school focus should be clear how you want to impact on your pupils. | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated: | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?: | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: |

| | |
|---|--------|
| Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land. | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. | 76% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 64.65% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 67% |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | No |

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: £19950 | | Date Updated: | | |
|--|--|---|--|---|---|---|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: 54.52% | |
| 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?: | |
| <p>Active playground: Continue to create an active-playground for all children by providing opportunities for all children to undertake in 30 minutes of physical activity each day.</p> <p>Active travel: Encourage active travel to and from school.</p> <p>Barriers to exercise: Provide opportunities for children who face barriers preventing them to engage in regular exercise (such as those with SEN) to engage in physical activity every day, feel positive about exercise and take an active role in every PE lesson.</p> <p>Encourage girls to take a more positive approach to exercise by providing more opportunities to</p> | | <p>Active playground: Continue to facilitate after-school-clubs that provide opportunities to exercise for all children.</p> <p>Arrange personal best (level 0) challenges that use the existing playground equipment. For example, the monkey bars.</p> <p>Arrange intra-school competitions (level 1) to take place during playtime. For example, dodgeball, football etc. Use the sports crew to help run.</p> <p>Teach the children, in lessons, how to compete in playground games and how to use the equipment safely and appropriately.</p> | | <p>£1000 to cover Ms Brammal running motor-skills</p> <p>£6650 to pay for lunchtime sports club</p> <p>£2227 to cover the running of the tag-rugby club</p> <p>£1000 to cover after school club provision</p> | <p>Active playground: A sports club was run (by Non-Stop Action) for whole year groups meaning the playground was more active. This continued for the children attending during lockdown. Each child that took part received an additional 30 minutes of exercise per day.</p> <p>The PE coordinator ran different sports clubs every day that changed throughout the year. This included targeting less active groups such as Year 3/4 girls' football. Again, this helped create a more active playground.</p> <p>Intra-school competitions took place at lunchtimes and within lesson times although this would</p> | <p>Active playground: The sports coach will continue next year.</p> <p>The PE coordinator hopes to run sports clubs dependent on the intra-school competitions organised.</p> <p>It is hoped that intra-school competition will continue later in the academic year but this has not yet been confirmed by BPSS.</p> <p>Barriers to exercise: Ms Brammall will continue to run her motor skills club. This is sustainable.</p> <p>The relationship with Henrietta Barnett is well-established and</p> |

Created by:



Supported by:



| | | | | |
|---|---|--|--|---|
| <p>compete competitively and by teaching them about positive, female role-models.</p> <p>Outside of the school day: Arrange links with outside sports-clubs and encourage children to join them; encourage exercise outside of school such as active travel.</p> | <p>Continue to use Non-Stop-Action to provide a play-leader at lunchtimes who will run Level 1 competitions with two classes per day.</p> <p>Active travel: Travel plan coordinator (Ms Clarke) to coordinate Bikeability, Walk to School Week and the TFL Stars Community Project in order to encourage active travel to school.</p> <p>Barriers to exercise: Consider any barriers (such as cost) that prevent children from attending sports clubs and work to remove them.</p> <p>Arrange for pre-teaching of PE lessons to take place for children who would benefit from it (boosting self-esteem and skill acquisition).</p> <p>Ms Brammal to continue to run a motor-skills intervention to help all children access sport and PE.</p> <p>Arrange for students from local girls' school Henrietta Barnett or mixed school Christ College to attend to deliver PE workshops for Years 3 and 4 students.</p> <p>Mr McGwinn to run a sports club aimed at children who may struggle to access sport outside of the</p> | | <p>have had a bigger impact without the lockdown.</p> <p>Active travel: Ms Clarke coordinated an active travel plan with over a dozen different activities. Thanks to her hardwork, the school were awarded a gold award in the TFL Stars Communtiy Project.</p> <p>Highlights included 179 out of 264 children (62%) surveyed travelled actively to school (walking, cycling or park and stride). This helps those children hit their target of 60 minutes of activity per day.</p> <p>Ms Clarke also coordinated, along with TFL and Barnet Council, the Barnet Walk Project. Along with the school travel ambassadors, she mapped out how far you can walk from the school in five and ten minutes. A map has been produced and this encourages children and parents to park further from the school and walk for at least ten minutes as part of their daily travel.</p> <p>Barriers to exercise: Pre-teaching of PE lessons took place for three different students which was met with success as the children were</p> | <p>can continue once they are available to do so.</p> <p>Outside of the school day: The outside links with other organisations can be re-established</p> |
|---|---|--|--|---|

| | | | | |
|--|---|--|---|--|
| | <p>school day (for a variety of reasons).</p> <p><u>Outside of the school day:</u></p> <p>Continue with Bikeability programme in order to encourage children to take exercise on their journey to and from school.</p> <p>Continue to build links with outside clubs and promote these to students; this could be through sign-posting or taster-sessions.</p> | | <p>more confident at taking part in lessons. This increased the amount of exercise they took part in each day and made PE lessons more valuable.</p> <p>Ms Brammal ran the motor-skills club whilst the school was open normally. She saw 6 children weekly, all of whom require support moving forward.</p> <p>Henrietta Barnett and Christ College students were invited in but both schools declined the invitation due to concerns around Covid-19.</p> <p>When clubs re-opened, 1 child had their sports club paid for removing the financial barrier to them playing.</p> <p>Mr McGwinn ran girls' football training during lunchtimes most days during the summer term. 30 different girls played football regularly and many have should an interest of continuing the sport. This was an extra 30 minutes of exercise everyday.</p> <p>Mr McGwinn ran a tag-rugby club every Thursday morning throughout the Summer Term. Overall, 30 children attended,</p> | |
|--|---|--|---|--|

| | | | | |
|--|--|--|---|--|
| | | | <p>taking part in an additional hour of exercise every week and 100% of children who attended said they wanted to continue the sport.</p> <p>Outside of the school day: Swimming did not take due to the Pandemic.</p> | |
|--|--|--|---|--|

| | |
|--|---------------------------------|
| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | Percentage of total allocation: |
| | 0% |

| Intent | Implementation | | Impact | 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>Leadership and social skills: Create explicit opportunities - particularly within PE lessons -to help the children develop resilience, determination and self-belief, and instil values and virtues such as friendship and fair play.</p> <p>School celebrations: Share the outcomes of school sports and competitions to the school community.</p> <p>Celebrate active lifestyles such as walking to school or extra-curricular</p> | <p>Leadership and social skills: Have specific social-skills in mind when planning lessons. Have explicit opportunities in lessons for leadership such as captaining teams, refereeing and coaching.</p> <p>Arrange for children to officiate in both inter and intra sports competitions. For example, in the boccia tournament that the school hosts (if permissible under Covid rules) or during in-house sports festivals.</p> | None – all already established | <p>Leadership and social skills: In lessons, explicit social skills were taught in every year group. This was a success with children learning about and demonstrating skills such as sportsmanship.</p> <p>48 different Year 5 students took leadership roles during the Year 3 and 4 sports days. 6 Year 4 students took leadership roles during the Year 6 sports day. These events allowed the children to practise their</p> | <p>Leadership and social skills: We hope to host an annual boccia tournament, using children from Year 5 to officiate. This is sustainable.</p> <p>Lesson plans are now available that include explicit teaching of social skills. This is sustainable.</p> <p>School celebrations: The newsletter and website will continue to be used to promote sporting activity. This is sustainable.</p> |

| | | | | |
|---|--|--|---|---|
| <p>sports.</p> <p>PE award: Create a PE award to share celebrate achievements and positive attitudes with school sport and PE.</p> | <p>School celebrations: Set up a school PE Twitter account and update the website/latest news/newsletter to promote the school's achievements and participation in sports. Include updates from training and practise sessions to instil the idea of sport and activity being a habit.</p> <p>Continue to use the newsletter and website to promote sport within the school and to advertise opportunities outside of school.</p> <p>PE award: Buy certificates and discuss during lessons and assemblies the virtues and attitudes that are perquisites to winning the award. Give the award in assembly with a short speech from the PE coordinator celebrating the success.</p> | | <p>leadership and officiating skills in a real-life context.</p> <p>School celebrations: The newsletter was used to promote and celebrate every sporting event the school took place in. The newsletter also proudly displays the gold School Games Mark.</p> <p>Updates on sport and competitions are given during the weekly morning meeting, keeping all staff informed.</p> <p>The website was used to display news stories about 6 different sports events including sports days, festivals, competitions and active travel. This helped raise awareness about these events.</p> <p>The monthly BPSS newsletter is sent to every parent which covers and raises awareness about school-sport across the borough as well as extra-curricular opportunities.</p> <p>The use of a sports coach at lunch time has increased the profile of sport, making it more visible and more organised.</p> <p>PE award: The PE award was</p> | <p>PE award: PE certificates are ready for the next academic year and this will continue. This is sustainable.</p> |
|---|--|--|---|---|

| | | | | |
|--|--|--|---|--|
| | | | launched and ran weekly whilst the school was open. This helped raise awareness about PE. | |
|--|--|--|---|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|---|---|---|
| | | | | 16.04% |
| 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>Staff training: PE coordinator to attend relevant training in order to be up to have up-to-date knowledge and skills of PE and sport. This will benefit the co-ordinator's own teaching and allow the co-ordinator to improve teaching and learning throughout the school, benefitting all staff.</p> | <p>Staff training: PE coordinator to book onto and attend all three PE coordinator meetings (part of BPSS buy in, see indicator 5). Feedback to other staff members as appropriate.</p> <p>PE coordinator to network with other coordinators both in person and via social media.</p> <p>Kim Henderson (BPSI) to be hired to offer bespoke training to staff.</p> | <p>£1100 to cover PE co-ordinator's absence for training</p> <p>£2100 to cover training of staff (35 hours at £60 per hour)</p> | <p>Staff training: PE coordinator attended all three PE coordinator BPSS sessions – this meant Mr McGwinn was able to keep up to date with current best practice and ensure this was reflected in the PE planning. It also meant he kept abreast with opportunities across the borough which in turn helps other key indicators (see indicator 5).</p> <p>Coordinator attended an extra training during lockdown about keeping children active at home. This meant Mr McGwinn was kept informed about inter-school competition opportunities through the YG (see indicator 5).</p> <p>Mr McGwinn attended training about how to deliver a baseball unit delivered through MLB and the YST. This allowed for networking opportunities with other teachers as well as the skills</p> | <p>Staff training: The PE coordinator will continue to attend the borough coordinator meetings. This is sustainable.</p> <p>TGfU is now established within lesson plans. Staff require further training in order to implement it successfully across the school.</p> <p>NQT support/Staff support: staff will continue to need support as required.</p> |

| | | | | |
|--|--|--|--|--|
| | | | and knowledge to deliver a new striking and fielding unit. The result was a well-planned unit delivered to Year 4. | |
|--|--|--|--|--|

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
11.72% (or 17.24%)

| Intent | Implementation | Impact | Sustainability and suggested next steps: | |
|--|---|---|---|--|
| 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?: | |
| <p>Additional achievements: MLB: baseball to be taught to Year 4 using MLB/YST resources. Children to be exposed to a new sport that they can all learn from the same starting point whilst developing their wider striking and fielding skills.</p> <p>Sports Coach: The lunchtime sports club to offer a range of different sports at lunchtimes.</p> <p>Ensure sport (both competitions and PE lessons) is more inclusive to children with SEN: increase the number of SEN friendly events.</p> <p>Resourcing: ensure resources are fit for purpose. That is they are sufficient all children to access</p> | <p>MLB: co-ordinator to attend training and then lead the Year 4 team to deliver a new unit during the Summer term.</p> <p>Sports Coach: The PE coordinator to liaise with the sports coach and ensure they are offering a range of different games.</p> <p>Ensure sport (both competitions and PE lessons) is more inclusive to children with SEN: plan SEN specific events as appropriate.</p> <p>Resourcing: PE coordinator to buy resources as appropriate.</p> | <p>£1100 to cover PE co-ordinator's absence for training (see also, key indicator 3)</p> <p>£2339 to cover new resources.</p> | <p>MLB: unit was delivered to 90 children across Year 4 with three teachers delivering the sessions across three classes. Overall, very positive with most children saying they enjoyed the unit and would like to continue to play baseball in the future. A link was made with Herts Baseball Club and their training opportunities were advertised in the school newsletter.</p> <p>Sports Coach: The sports coaches offered a range of sports at lunchtimes to all pupils on a rotation basis. Sports included netball, football, hockey, dodgeball, tennis and rounders.</p> | <p>MLB: continue to teach the unit. New teachers are in Year 4 next year so PE coordinator will need to liaise with them and offer support as needed.</p> <p>Sports Coach: The sports coach to be continued to be employed next year.</p> <p>Ensure sport (both competitions and PE lessons) is more inclusive to children with SEN: it is hopeful that we can restart the hosting of a boccia tournament annually.</p> |

| | | | | |
|--|--|--|---|--|
| <p>physical activities considering the impact of covid-19.</p> | | | <p><u>Ensure sport (both competitions and PE lessons) is more inclusive to children with SEN:</u> Mrs Patel and Ms Brammall helped co-ordinate an SEN specific event called Panathlon. The event was successful with 8 children with SEN taking part and enjoying themselves. Due to the pandemic, no other SEN specific events took place.</p> <p><u>Resourcing:</u> extra footballs, tennis rackets, tennis balls, tennis nets and baseball equipment were purchased.</p> | |
|--|--|--|---|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--|--|---|
| | | | | 15.58% |
| 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><u>Intra-school competition and sports days:</u> 100% participation in at least two intra-school competitions.</p> <p>Level 0, personal best based competitions to take place at playtimes and lunchtimes.</p> <p>Level 1 intra-school competitions to take place at lunch times.</p> <p>Sports days to be reviewed by the PE coordinator to make them more reflective of the PE curriculum.</p> <p>Any maintenance in order to make the school facilities to be fit for purpose to be carried out.</p> <p><u>Virtual competition:</u> in lieu of the possible absence of inter-school competition, allow children to be competitive by competing virtually.</p> <p><u>Inter-school competition:</u> as appropriate, PE co-ordinator to arrange inter-school competition.</p> | <p><u>Intra-school competition and sports days:</u> Continue to hire Non-Stop-Action to run Level 1 competitions at lunchtimes to ensure all children are given the opportunity to take part in competition at least once per week.</p> <p>PE coordinator to organise Level 0, personal-best competitions at playtimes and lunchtimes.</p> <p>PE coordinator to liaise with year-group-leaders to organise intra-school competitions.</p> <p>PE coordinator to organise sports days.</p> <p>PE coordinator to liaise with appropriate staff to ensure maintenance is carried out.</p> <p><u>Virtual competition:</u> in lieu of the possible absence of inter-school competition, allow children to be</p> | <p>£1300 for BPSS subscription.</p> <p>£195 to cover travel to events outside of school.</p> <p>£500 for ground maintenance.</p> <p>£1114 to cover PE coordinator planning and delivering competition.</p> | <p><u>Intra-school competition:</u> the Non-Stop-Action coach was on hand to run competitions. This happened everyday and continued for those attending throughout lockdown.</p> <p>The level 0 competitions were organised by the PE coordinator and these happened at lunch time. These included standing long jump, standing triple jump, vertical jump, races, chest push and more. This was completed by 84 children in year 4 (limited due to bubbles).</p> <p>The BPSS roadshow came to the school in June with 42 boys and 38 girls from Year 6 taking part in a range of events.</p> <p>Each year group had a separate sports day in order to stay within their bubble. The events were made more reflective of the year's PE curriculum which allowed the</p> | <p><u>Intra-school competition:</u> the decision to retain the Non-Stop-Action sports coaches for lunch times was made before the sports premium was announced meaning this will continue. Competitions hosted within specific year groups should continue.</p> <p><u>Inter-school competition:</u> competition will hopefully resume next year. To be reviewed in September.</p> |

| | | | |
|--|---|---|--|
| | <p>competitive by competing virtually.</p> <p><u>Inter-school competition:</u> depending on the situation with the pandemic, inter-school competition to be arranged when appropriate.</p> | <p>children to celebrate their achievements whilst competing against their peers. Feedback was positive from staff and children.</p> <p>Year 4 held a baseball festival to celebrate their achievements during their baseball scheme of work. Again, feedback was positive as the children enjoyed competing against each other.</p> <p>Mr McGwinn organised a sports festival for Year 6 with Year 4 given the opportunity to help officiate. This increased the chance for competition for Year 6.</p> <p>Year 6 took part in an intra-school rounders tournament on Hampstead Heath with 100% of the year group taking part.</p> <p>The long jump pit was dug out and made safe by Mr Shepherd and Mr Adolphi. The grass was cut regularly and lines painted to make them ready for sport.</p> <p><u>Virtual competition:</u> a whole range of virtual competition was entered.</p> <p>During lockdown, Year 4 and 5 entered every London Youth</p> | |
|--|---|---|--|

| | | | | |
|--|--|--|--|--|
| | | | <p>Games competition: speedbounce, ski jump, shoulder tap, shuttle runs, Russian twists and jumping jacks. Overall, 72 children competed in these virtual competitions helping the borough of Enfield in the Youth Games. This enabled all of these children to represent competitively during the pandemic.</p> <p>In November, 42 boys and 48 girls from Year 4, represented the borough virtually in a cross-country competition that involved running a course through the school grounds.</p> <p>84 children in Year 4 competed to represent the school in sportshall athletics virtually.</p> <p>Inter-school competition: despite the pandemic, three inter-school competitions took place: Year 4 football, Year 6 girls' football and Year 6 netball. In all, 34 children were able to compete competitively against local school Brookland.</p> | |
|--|--|--|--|--|

| | |
|---------------|----------------|
| Signed off by | |
| Head Teacher: | Eileen Bhavsar |

Created by:



Association for
Physical
Education



YOUTH
SPORT
TRUST

Supported by:



| | |
|-----------------|--------------|
| Date: | |
| Subject Leader: | Paul McGwinn |
| Date: | |
| Governor: | |
| Date: | |