

Website Reporting Tool  
Revised May 2021

# Evidencing the impact of the Primary PE and sport premium

Commissioned by the  
Department for Education  
Created by

*assacatlan Far* • YOUTH • 8r. •

Please note: Although there has been considerable disruption in 2020/21 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 achievementsto date until July 2021:	Areas for further improvement and baseline evidence of need:
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<p>Children remaining active during COVID-19 pandemic.</p> <p>Completion of new multi-used games area.</p> <p>Quality PE lessons delivered consistently in EYFS, KS1 and KS2. Weekly Forest Schools sessions delivered to all pupils.</p> <p>Almost all children highly motivated and enthusiastic during PE lessons. All class teachers delivering PE confidently and effectively.</p> <p>Outdoor residential for year 5 and 6 pupils attended.</p> <p>SSOC leaders trained and enthused.</p> <p>Progression of skills uploaded onto school curriculum map.</p> <p>Gold School Games Award. 2019-20</p>	<p><b>Purchase new sports equipment</b> – including Forest Schools.</p> <p>Update PE policy</p> <p>Use the <a href="#">TOP Sportsability</a> website more regularly to gain access to ideas and strategies to support the inclusion of young disabled people in physical activity and sport; particularly those who have higher support needs (e.g. the Inclusion Spectrum and STEP Principles).</p> <p><b>SSOC and C4L pupils to continue in their role and to use their experience to train Year 5 pupils in the role (to sustain the role for 2022-2023 academic year).</b></p> <p><b>Installation/construction of climbing on school grounds</b></p> <p><b>100% of KS2 pupils meeting the water safety and swimming requirements.</b></p> <p><b>Employment of Lunchtime Activity Leader to support for lunchtime supervisors and ensure pupils are active during breaks.</b></p> <p>Experiment with videoed match reports for school website.</p> <p><b>Sports board used to promote local clubs – increase of pupils attending extra-curricular clubs.</b> Whole School <b>Bikeability</b>/Balanceability</p> <p>Parent and Pupil Questionnaires used to evidence impact of Sports</p> <p>Premium <b>Use new MUGA to enhance delivery of school PE.</b></p> <p>Use MUGA to host competitive sport/tournaments with LMS cluster schools.</p>
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Did you carry forward an underspend from 2020-21 academic year into the current academic year?

**YES/NO**

**Total amount carried forward from 2020/2021 £9,185**

**+ Total amount for this academic year 2021/2022 £16,530**

**= Total to be spent by 31st July 2022 £25,715**

<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</b></p>	
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even if they do not fully meet the first two requirements of the NC programme of study.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2022. Please see note above.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	100%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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?	Yes/No

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<b>Academic Year:</b> 2021/22	<b>Total fund allocated:</b> £25,167.30	<b>Date Updated:</b> 8 <sup>th</sup> July 2021	
<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			Percentage of total allocation:
			£12,439.10 <b>48 %</b>
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	

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 actionsto 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:
Purchase new equipment. Essentials (following audit)	Equipment audit	£1,000	Quality resources for high-quality PE lessons and after-school clubs. Pupils engaging regularly in a wide range of physical activity, using high quality and age/ability-appropriate equipment.	A PE audit is completed annually to ensure lunch-time and after-school clubs as well as PE lessons are delivered at the highest standard.
<p>Review: New basketball net purchased which has increased participation at break-times. It has also provided a different activity for pupils to engage with.</p> <p>Tennis balls</p> <p>Tchoukball net (to enable pupils to develop skills independently as well as developing reaction times and fundamentals.</p> <p>An array of balls purchased to support all ages and abilities.</p> <p>Cones</p>				
Employment of lunchtime activity leader	3 x 5 x 1 hour/week. Contracts to begin Sept. '21	£9,000	More children (least active) engaged with physical activities during break times.	Children establishing more active habits and gaining more confidence.
<p>Review: activity leader has helped support lunchtime provision and increased physical activity. Observations made throughout the year show almost all pupils being physically active during lunch break.</p> <p><b>2022-2023: additional/ongoing in house training to continue. Also CPD booked through our Rural Sports Partnership</b></p>				

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Small School Sports Partnership: School Sort Organiser Crew (SSOC) and Change for Life (C4L) pupils to continue in their roles throughout the academic year and to assist in the training of 4 new pupils into the role of School Sport Organising Crew during summer term 2021. New pupils to also attend official training at Anthony Gell Secondary School.	AW/SR to arrange annual membership payment. 4 motivated pupils. 4 newly trained and motivated individuals. Increased physical activity at break times. Increased awareness of healthy lifestyles throughout school.	£200	School Sport Organising Crew busy at break times organising activities, aiming to get the least active pupils active.	These pupils will continue in the role for the foreseeable future. They will be supported by their class teacher in this role.
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**Review:** pupils have enjoyed wearing their hoodies and the extra responsibility at break-times. Children developed a timetable to enable them to alternate when they act-up at SSOC and when they have their play-time.

Pupils sensitive to the needs of others, working hard to ensure that everyone is OK and has something to do.

**2022-23: ensure new pupils have training at Anthony Gell Secondary School (pupils did not attend the training this year, instead the responsibility of the role and training was done 'in house' by students, who had previously been in the role and class teacher).**

**2022-2023: Training at Anthony Gell will instill a further sense of purpose and clarity of role to new SSOC.**

Purchase C4L Hoodies  Delivery of Change for Life lunchtime club.	JF/SR to arrange payment Sport student ambassadors to wear hoodies when 'on duty' during breaks. Support and guidance given to the four C4L leaders	£80	SSOC and C4L pupils to wear  Increased participation in physical activity – particularly for less active pupils. Increased awareness of healthy lifestyles promoted throughout school.	These pupils, supported by their class teacher, will support their peers in at lunchtimes – planning and preparing physical games and activities. Their aim will be to get the least active pupils engaged. These children will also be allocated time within the school timetable to produce information around healthy eating and lifestyles (supported by their class teacher).
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**Review:** C4L Hoodies worn in school; however, often forgotten and left at home (one could be lost).

**2022-2023: keep hoodies in school. Staff to wash when appropriate.**

Cycle/walk to School Days	JF, AW, BS, PB to organise and deliver during the summer term (2022).	£0	Pupils have access to an increased number of sporting opportunities.  Pupils developing good habits.	Pupils encouraged to establish more active lifestyles.
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**Review:** cycle to and from day was a real success. A large number of pupils engaged with the event. Event provided an opportunity for pupils who aren't as activity engaged with clubs and extra curriculum sporting activities, to participate in. Feedback from parents and pupils was overwhelmingly positive. Some parents also attended/participated. Pupils enthused, motivated and have asked to do it again/more often. It is hoped the experience has encouraged families to consider cycling to school more often. **2022-2023: continue to plan this event, potentially increase the number of times we do it. Important to deliver event whilst daylight hours are longer.**

Climbing wall	AW and SR (and governors) to authorise payment and organise installation/construction.	£2,159.10	Daily opportunities for children to climb, develop their fine and gross motorskills, core strength, confidence and self-belief. Wider opportunities for pupils who do not enjoy the team sports regularly played on the school sports pitch	Increased participation. Sustained participation. Active lifestyles.
<b>Review:</b> increased participation at break-times and lunchtimes. Pupils of all ages observed actively engaging with the climbing wall – developing motor skills, core strength, agility, balance and co-ordination as well as communication skills and problem solving. <b>2022-2023: develop addition route to maintain interest and engagement.</b>				

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£200 1%
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>Sports board to raise awareness of sports and healthy lifestyles in school. E.g. participation in various competitions, advertising local clubs and providing pupils with the opportunity to share their experiences.</p> <p>Junior children to create sports poster – to provide/share information about the clubs they attend/ their participation in physical activity outside of school.</p>	<p>Time allocated during the school day for pupils to complete 'Information Posters'.</p> <p>Pupils encouraged to bring flyers from their clubs.</p> <p>Pupil PowerPoint presentations during Collective Worship to promote clubs.</p>	£0	<p>Increased awareness of local clubs. Increased participation.</p> <p>Increased awareness of local clubs. Increased participation. Inform, update and engage parents, staff, pupils and local community in school sport.</p>	<p>The school sports board is a fantastic way for the school community to celebrate sporting success. The board is an opportunity for pupils' sporting success to be shared within the school – with pupils, parents and staff. Pupils are also encouraged to bring certificates from home (that they have achieved whilst participating in external clubs). The focus is not only on success, for example: one of our school current trophies recognises 'honestly' during competition. The board encourages children to get involved and be active.</p>
<p><b>Review:</b> sports board on display in school corridor, displaying photographs of sporting events. Trophies displayed within Y3/4 classroom. Pupils across the school have produced sports cards. Awareness of extra curriculum clubs shared across school. Discussions had during collective worship.</p> <p><b>2022-2023: complete pupil sports card at different points in the school year – discussions with pupils highlighting that they participate in different clubs throughout the year.</b></p>				
<p>Regular match reports uploaded onto school website – produced by staff and pupils. Videoed pupil reports also uploaded to the school sport website.</p> <p>Intramural and intermural match reports a regular item on the school newsletter.</p>	<p>Time allocated for this activity provided within school timetable. SSOC and C4L leaders to take responsibility.</p>		<p>Increased awareness of local clubs. Increased participation.</p> <p>Increased motivation.</p> <p>More emphasis on sporting benefits.</p>	<p>Through sharing and communicating with others, pupils have encouraged their peers to join out of school clubs in the community.</p> <p>Informing the wider community of our success is an important aspect of sport at Stanton. Whilst an integral part of our old website, this element is a working target on our new one.</p>



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<p><b>Review:</b> monthly report and information included within the 'Sport at Stanton' section of school's newsletter. Highlighting pupils' success and achievements each month as well as providing detailed summary of events.</p> <p>Sport section of the school website used to share photographs of the events.</p> <p><b>2022-2023: pupil to write match reports.</b> This didn't take place this year, but is something that should remain a target.</p>				
Sports Premium regular item on governor meeting agenda.	JF to produce regular updates.		Inform, update and engage parents, staff, pupils and local community with school sport.	Governors' opportunity to regularly scrutinise is an important aspect of our sports premium.
<p><b>Review:</b> discussions had regarding spending, governors' ideas taken into account. Best practice shared across the federation.</p> <p><b>2022-2023: governor visits to observe PE lessons and provision in school.</b></p>				
Evaluation of impact of sports premium on pupils for parents and children.	JF to produce and distribute.		Will ensure pupils' health and wellbeing is a key focus point within the school throughout the year.	Questionnaires are collected and data is analysed. Staff will also assess the impact on pupils throughout the school year.  Parents and pupils engaging with physical activity – talking about it at home, celebrating success.
<p><b>Review:</b> questionnaires to be distributed during final 3 weeks of school.</p> <p><b>2022-2023: ensure questionnaires are distributed at three points of the year (each long term)</b></p>				

End of year report presented to full governing body.	JF to attend Governors meeting		Will ensure these children are a key focus.  Governorsto scrutinise impact of spending – offer suggestions.	Governors’ opportunity to regularly scrutinise is an important aspect of our sports premium.
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<b>Review: item to be place on the agenda of the final meeting this summer term.</b>				
Small Schools Sports Partnership (SSSP)	Pupils(4 SSOC and C4L pupils) to attend training at Anthony Gell.	£200	C4L leaders to post regular updates on school website. Pupils have the skillsto write high quality reports.	A sustainable impact lead by the pupils – providing ownership.
<b>Review:</b> pupils received in-house training this year from pupils who were previously in the role and class teacher. <b>2022-2023 – ensure new group of pupils receive official training to keep up-to-date with new initiatives.</b>				

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<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
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				£200 1%
Intent	Implementation		Impact	
Yourschool focussould be clear what you want the pupilsto know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actionsto 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:
Support provided for lunchtime supervisors.	Teaching staff to model and support with lunchtime activities. Further guidance and targets given.	£0	Lunchtime activity leader leading fun and engaging physical activity session to children who most require it.	Lunchtime supervisors equipped with more skills and confidence resulting in more successful lunchtime sporting activities.
<b>Review:</b> lunchtime supervisors working in conjunction SSOC to ensure pupils are actively engaged at lunch. Class teacher modelled activities – running club. <b>22-23: ongoing in-house training. More equipment purchased to support</b>				
Lesson Observations.	PE co-ordinator to liaise with teaching staff- share good practice and observe lessons.	£0	Increase provision of quality PE. Teachers receiving constructive feedback.	Teachers continue to work with confidence and stay up-to-date with contemporary practice.
<b>Review:</b> class teachers all continue to deliver PE with high levels of confidence and assurance. Class teachers acting as good role models for the children. Lessons are focus on curriculum objectives and ensure pupils are developing cognitively as well as physically. Provisions in place for SEND – activities scaffolded up rather than differentiated down.				
Whole school PE days.	Planned Whole School PE days structured into each term. School House System used to group children and create intramural competition.	£0	Staff working together,sharing good practice, developing their own knowledge and understanding. Pupils of mixed ages and abilities working collaboratively together. Support staff also involved – opportunitiesfor them to observe best practice.	Analyse and Evaluate each session. Opportunities for pupils to be assessed. Inform future planning.

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<b>Review:</b> House system well-established and house events encouraging pupils to participate in physical activity have been a success. Team building events, scavenger hunts and sports day. <b>2022-2023: continue to use house system as a tool to implement more whole school PE days.</b>				
New PE policy written	All staff aware of and to read new policy.	£0	PE in line with school ethos and core values.	Governor review
<b>Review:</b> current policy (2020) in line with school's vision. <b>2022-2023:</b> review again				
PE progression of skills curriculum map referred to regularly by staff.	All staff aware of and using to inform best practice.	£0	Children progressing and developing skills, ability, knowledge and understanding.	Pupils' progression monitored and assessed.
<b>Review:</b> progression map used by teachers to assess pupils progress as well as plan and progress lessons.				
Small Schools Sports Partnership (SSSP)	JF to attend training at Anthony Gell.	£200	Staff training. Support for Sports Coordinator, who can then relay information and training to staff.	Improved sports provision in school. Up-to-date best practice shared.
<b>Review:</b> pupils received in-house training this year from pupils who were previously in the role and class teacher. <b>2022-2023 – ensure new group of pupils receive official training to keep up-to-date with new initiatives.</b>				

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<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			£8,059.10 <b>31%</b>
Intent	Implementation	Impact	

Yourschool focussould be clear what you want the pupilsto know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actionsto 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:
2 ½ hrs per/week throughout academic year for Forest Schools TA	Employment of additional teaching assistant to ensure all pupils are safe and sessions are high quality.	£1500	Pupils working in smaller groups. Pupils working on Stanton Moor, the woods and other off-site locations.	
<b>Review:</b> Forest Schools sessions have been a real success. Additional TA needed and decision justified. Pupils have enjoyed lessons off site - in the woods and on Stanton Moor.				
Infant Teacher Forest School First Aid Training	BS and SR to book and arrange payment. Autumn term '21	£200	Pupilssafe. KS1 Teacher training for off site, forest schools first aid.	Renewal of infant teacher first aid.
<b>Review: Forest Schools first aid not renewed. Infant teacher fully training</b>				
<p>Infants trip to Lea Green</p> <p>Edale Junior 2 night Residential: providing the opportunity to develop class cohesion, self esteem and confidence. Pupils experiencing a wide range of activities not possible throughout the normal school week, for example: rock climbing, abseiling, orienteering and gill scrambling.</p>	<p>AW and BS to organise itinerary and book.</p> <p>AW and JF to organise itinerary and book.</p>	<p>£500</p> <p>£2000</p>	<p>Children working collaboratively.</p> <p>Increased class cohesion – sense of unity within class.</p>	<p>Providing infant and junior pupils with the opportunity to engage with a wider range of physical activities will enhance their interests and provide them with a deeper insight to the opportunities available to them. Evidence of pupils participating in extra-curricular activities such as fencing and abseiling post visit. Igniting interest and providing opportunity.</p>
<p><b>Review:</b> no infant trip to Lea Green. <b>2022-2023: ensure this takes place during the autumn term 2022.</b></p> <p>Successful KS2 trip to Edale – pupils from y3, 4, 5 and 6 participating in a wide range of activities. Confidence and enthusiasm grew over the 3 days. <b>2022-2023: Edale residential has been booked again for autumn 22.</b></p>				
Summer Residential	AW and JF to organise itinerary and book.	£500		

<b>Review:</b> Boggle Hole, Whitby residential booked for the last week of term. Rationale - pupils will engage in activities that they do not usually have the opportunity to – surfing, coastal hikes. <b>2022-2023: review trip and if successful seeks ways to further improve and book again.</b>				
Bikeability and Balance Ability	SR to book instructorsto deliver the sessions to all pupils	£1,000	Increased confidence on bicycles. Increase road safety. Increase participation in physical exercise.	Providing the pupils with the opportunity to increase their cycling proficiency will equip pupils with essential skills to help establish regular exercise habits and routines.
<b>Review:</b> Year 6 pupils took part in a 3 day course which provided them with more confidence and assurance whilst cycling on the road. This, along with our cycle to school day increase the number of pupils cycling out of school. <b>2022-2023: balance and bikeability sessions delivered to EYFS KS1 AND KS2 pupils during autumn term.</b>				
External coaching sessionsin school.	Sustain links with local sports clubs.	£0 Sessionsrun for free.	Children being taught by a range of qualified adult with different skills. Access to a wider range of physical activities.	Continue to maintain links with local clubs.
<b>Review:</b> Progressive Sports’ sports coaches delivered high quality sports coaching sessions to our ks2 pupils for 6 weeks during the spring term. Success. <b>2022-2023: seek to book again.</b>				
Delivery of forest schoolsto the Infants and Juniors.	Ongoing throughout academic year. Weekly sessions – Infants: Monday afternoon Junior: Thursday afternoon (Days could change as new school timetable is considered.)		All children participating in weekly forest school sessions. Wellbeing questionnaires	Forest school’s lies deep within our school ethos, providing all pupils with the opportunity to engage with the outdoors – developing their self esteem, confidence and physical literacy. During each weekly session, which regularly begins with a walk up to the woods or moor, pupils are active for the entire afternoon, learning about their local environment and using their fine and gross motor skillsto build, make and engage with various projects.

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**Review:** Forest School has been delivered weekly on a Monday afternoon across the school. High levels of engagement in all year groups. EYFS developing fine and gross motor skills as well as pupils from all ages developing interpersonal skills, confidence and self-esteem. Pupils physically active all afternoon.  
**2022-2023: assess pupils levels of wellbeing at 3 points throughout the year (autumn, spring, summer) to help monitor impact.**

Delivery of 'Muddy Mondays'	Weekly sessions lead by Infant Teacher (BS)		Reception children developing life-long habits whilst engaging with the outdoors. Physically active children (outside and active all morning). Fine and gross motor skills improved. Fundamental movements developed through outdoor play.	A love of the outdoor established early on, instilling and reinforcing positive attitudes towards physical activity.
<b>Review:</b> due to our improved weekly outdoor provision, 'Muddy Mondays' has not been as important and therefore not materialised as much as previous years. Pupils in EYFS engage in daily outdoor activities.				
Small Schools Sports Partnership (SSSP)		£200	Increase in number of organised activities that pupils have access to.	Links with sports clubs. Pupils experience of competitive sports increased. Increase in number of pupils participating in a wider range of sports.

**Review:** this partnership has been a huge success. Pupils, throughout the year, have participated in LEVEL 2, LEVEL 3 and LEVEL 4 competitions across a range of different sports: sportshall athletics, netball and cross-country. Competing in higher tier events has instilled a real belief in pupils that they can progress within sport. The pathway to success is far clearer than it ever has been.

**2022-2023: renew membership**

Climbing wall	AW and SR to arrange payment and installation/construction.		Daily opportunities for children to climb, develop their fine and gross motor skills, core strength, confidence and self-belief.  Highlight to pupils that physical activity is far more than just team sports and what they see on TV.	Increase participation.
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**Review:** increased participation at break-times and lunchtimes. Pupils of all ages observed actively engaging with the climbing wall – developing motor skills, core strength, agility, balance and co-ordination as well as communication skills and problem solving. **22-23:** develop addition route to maintain interest and engagement.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£4,269.10 <b>18%</b>
Intent	Implementation		Impact	
Yourschool focusshould be clear what you want the pupilsto know and be able to do and about what they need to learn and to consolidate through	Make sure your actionsto 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:



practice:				
EXTRA TIME: school participating in competitive sport with local clusterschools. 16 events	PE lessons used to prepare children for events.	£1200	Pupils experiencing the competitive nature of sport. Increased levels of teamwork and resilience.	Participating in competitive sport is considered a vital role in children's development at Stanton. Opportunities for pupils of all abilities will continue to be provided regularly throughout the academic year.
<b>Review:</b> a great success. Well-organised events with wide range of activities covered. High levels of pupil engagement. Layout and structure of events accommodates all abilities and helps to instill good sporting philosophies. <b>2022-2023: renew partnership</b>				
Hiring of coaches to transport children to cluster events.	SR to book coaches.	£600	Pupils able to compete in local tournaments.	Stanton to host competitions now that the construction of MUGA is complete. Stanton cricket pitch also to be used.
<b>Review:</b> coaches reliable. <b>2022-2023 – book again</b>				

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Additional competitive games arranged between local schools in summer term.	JF to contact schools	£80 – Trophies and medals	Pupils experiencing the competitive nature of sport. Increased levels of teamwork and resilience.	Increased engagement and motivation. Improved physical literacy.
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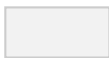
**Review:** pupils attended the BUNTING CUP. £20 plus coach to event.

Stanton not used to host events this year.

**2022-2023: establish 'THE PEAK TOR TROPHY' schedule competitions between Stanton and Rowsle**

Intramural sports tournaments and competitions arranged using the school house system.	School staff to organise at least 1 house event each half-term.	£30 – House trophy to be awarded at the end of each academic year.	Pupils should attend intermural competitions with increased levels of confidence and self-belief. A wide range of sporting events planned and delivered – focusing on developing positive attitudes to sport.	
<p><b>Review:</b> a great success. House shield purchased and a running total of house points on display throughout the school year in school. Pupils aware of points tally and show high levels of engagement.</p> <p><b>2022-2023: increase number of sporting events included within the House System.</b></p>				
Small Schools Sports Partnership (SSSP)	JF to liaise with EXTRA TIME coaches and SSSP organisers	£200	Additional opportunities for successful athletes/teams	Successful athletes/teams progressing to county level competitions.

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**Review:** this partnership has been a huge success. Pupils, throughout the year, have participated in LEVEL 2, LEVEL 3 and LEVEL 4 competitions across a range of different sports: sportshall athletics, netball and cross-country. Competing in higher tier events has instilled a real belief in pupils that they can progress within sport. The pathway to success is far clearer than it ever has been.

**2022-2023: renew membership**

Climbing wall	AW and SR to arrange payment and installation/construction.	£2,159.10	Intramural opportunities for pupils to compete in individualsports. Time trails, differentiated climbing routes.	Explore opportunitiesforintermural competition with cluster schools.
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Signed off by	
Head Teacher:	Alexia Wyer
Date:	
Subject Leader:	Johnathon Figg
Date:	
Governor:	Adrian Thornhill
Date:	

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