

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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

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

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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

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

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

Please visit [gov.uk](https://www.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. **All funding must be spent by 31st July 2022.**

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,530
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2565
Total amount allocated for 2021/22	£19,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,165

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. 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	
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. Please see note above	64%
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	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes/ 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:	Date Updated: 23/07/2021	
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: 30%
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>Pupils who use the Sports Sanctuaries are able to take active breaks when needed (during lessons, break-times, lunches etc.) to help allow them to regulate their mood/emotions and get back into the “Green zone” exhibiting a ‘ready to learn’ attitude.</p> <p>All children within Hunter’s Bar Juniors participates in 2 hours of PE every week. All equipment bought is available to be used within lessons and also during breaks, lunchtimes and pupils breaks e.g. Brain Breaks. Inclusion resources have also been brought or adapted from previously</p>	<p>1. Sports Sanctuaries</p> <p>2. New playground equipment.</p> <p>a. 2 x Netball Nets</p> <p>b. American Footballs</p> <p>c. Agility Tables</p> <p>d. Fencing equipment</p> <p>e. Foam swords</p> <p>f. Footballs (mini)</p> <p>g. Futsal Balls</p> <p>h. Tennis equip (-250 voucher)</p>	<p>£(S.E.N.D/Year group budget)</p> <p>a. £249.74</p> <p>b. £47</p> <p>c. £663.95</p> <p>d. £1440</p> <p>e. £10</p> <p>f. £100.67</p> <p>g. £223.68</p> <p>h. £8 (£258)</p>	<p>1. Due to lack of Sensory Circuits (before school due to the pandemic) Sports Sanctuaries have been created for all year groups. These have helped in how the school has been able to implement the “Recovery Curriculum”. Pupils are able to take active brain breaks (boxing pads, trampettes, resistance bands, Yoga, mindfulness etc.).</p> <p>2. Pupils have given feedback through their Sports Councillors on how they have enjoyed the new/upgraded equipment to use within school. A whole school evaluation of the impact of the equipment will be done in the next academic year.</p>	<p>1. Continue to provide Sports Sanctuaries for active brain breaks alongside Sensory Circuits. Look into developing a dedicated space that all years can access. Staff feedback has been good with a reduction in disruptions in the classroom. A full evaluation will be done in the next academic year.</p> <p>2. Additional equipment was bought this year to accommodate for class bubbles and ensuring that there was enough equipment that could be used across school. An ongoing assessment of the equipment used throughout school will be done in the next</p>

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bought equipment.	<ul style="list-style-type: none"> i. Basketballs j. Hockey Sticks k. Hockey balls l. Sports bags m. Windballs pack (cricket) n. Skipping ropes 	<ul style="list-style-type: none"> i. £238.45 j. £137.50 k. £26.00 l. £78.95 m. £88.75 n. £200 		academic year (two year-cycle).
<p>The role of activity in promoting pupils' health and well-being as well as their ability to concentrate and engage effectively with academic lessons, is of paramount importance and its value is acknowledged within school. By incorporating regular active breaks and encouraging staff to develop more active lessons will support pupils' readiness to learn, their concentration and behaviour. Before school clubs, active Lunchtimes and after schools clubs also add to the menu of physical activity that supports the achievement of this target.</p>	<ul style="list-style-type: none"> 3. Active pupils <ul style="list-style-type: none"> a. Asphalt Green resources b. HSA Boxes c. Active Lunchtimes d. Active lessons e. Extra 15 minutes during lunchtime for structured activity 	<ul style="list-style-type: none"> a) £0 b) H.S.A budget c) £0 d) £0 e) £0 	<p>3. Pupils (and staff) have enjoyed changes made this year especially the extra 15 minutes added onto dinner that has teacher led activities.</p> <p>Impact- All staff have reported an increase in the children's physical; activity compared to unstructured playtimes. 60% of staff have also used regular active breaks (outside of PE).</p> <p>The donation of active resources donated by the H.S.A has been well-received based on feedback given by pupils through their Sports Councillors.</p> <p>The yards have been rotated to allow pupils to try the activities in different zones e.g. M.U.G.A, Netball court, Trim-trail etc.</p>	<p>3. To continue to promote regular physical activity across the curriculum inside and outside of the classroom. Encourage staff to continue to include active lessons into planning as much as possible. Continue making cross-curricular links to allow active lessons to be linked into PE lessons. Extend the range of activities available to children with resources to support.</p>
	<p>4. Home learning bags / resources For PP (Pupil premium) pupils to access.</p>	<p>£-Existing resources used. New resources accounted for above.</p>	<p>4. Home learning bags are Currently being trialled by pupils (Sports Councillors) all least active. Staff are looking at how home learning bags could be linked to key curriculum areas or personal challenges.</p>	<p>4. Review of the impact of the bags at the end of this academic year/start of the next academic year. Monitor involvement of pupils in whole school extra -curricular offer.</p>

<p>Pupils being able to have more of a voice and influence on all aspects of Sports (PE, PA, activities-Lunch/breaks, Clubs, Sports Teams etc.) within HBJ. This is to make sure that Sport is upskilling but is also enjoyable and inclusive for all pupils.</p>	<p>5. Communicate National message Regular key health messages shared with parents through; school website, twitter, sports newsletter</p>	£0	<p>5. Increased awareness across school community as to the important role that physical activity has on health, wellbeing and attainment. Impact-Due to our lines of communication Information has been sent out to all parents for Bags of Taste and Eat Smart Sheffield this year.</p>	<p>5. Continue to include physical activity messages through coffee mornings (already established). Continue regular health message updates through school communication messages i.e. twitter, Facebook, website, newsletters.</p>
	<p>6. Sports Crew Sports Council (12 pupils all Pupil Premium-1 for each class), Equipment Organisers (6-Y5 pupils) The structure of the Crew has allowed pupils to have a significant impact on the PE/Sports provision delivered at HBJ. This has been in lessons, competitions/matches against other schools, break and dinner times or generally helping to keep the school tidy and the equipment in a good state reducing any issues or injuries that could occur.</p>	£0	<p>6. Sports Councillors give feedback directly after each lesson. This has allowed the staff to check if the “Learning Question/Objective” for the lesson was understood, as well as allowing them to talk about what they or others liked or disliked and be able to suggest any changes they would like to see. Impact-Sports Councillors helped create the 2021 Sports Day and had a heavy influence in helping to make it inclusive to allow all pupils to take part in school/at home.</p>	<p>6. Sports Councillors to be selected by class teachers for the new Y3 pupils. Continue to promote and develop roles within school to allow pupils to have more influence over their Sporting activities. Document and discuss any problems in certain areas to allow the pupils to problem solve and act in a professional way helping to develop their understanding of their role within school.</p>
PE Lead time for research and implementation		£1537.61		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				22%
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>PE and Sport at Hunters Bar has always maintained the profile of PE and Sport throughout its daily life. The Head teacher is passionate about the positive role that PE, Sport and physical activity has in the lives of pupils at its school. The school has a designated PE lead that develops PE and Sport initiatives across school and supports and mentors teaching and support staff to assist them in their delivery. Membership of Points Learning Network and attendance at local meetings and events continues to ensure that PE, Sport and Physical activity are key elements of the school's daily life and permeates life at school.</p>	<p>1. PE Resources-updated in line with National Curriculum but also to reflect HBJ school ethos (Secrets of Success) The athletic skills model book AFPE Book</p>	<p>£0 £44.28 £50.82</p>	<p>1. PE resources updated with new material and new equipment has been bought Staff feedback especially positive for new American Football, Fencing and Baseball schemes, which applied the S.T.E.P principle to help staff with inclusivity and differentiation.</p>	<p>1. Continue to share resources with staff and continue Staff CPD to help them feel comfortable to use. Remind them of location within our network/Google Drive/school to help them have access to implement in lessons and continue to update as new resources become available.</p>
	<p>2. Personal Best-This has been linked to and developed alongside the "Secrets of Success"-Our School Ethos. Both encourage pupils to try their hardest in every lesson and activity that they take part in. beat their own PB's. This personal competition against themselves has helped to keep the competitiveness throughout school without</p>	<p>£0</p>	<p>2. Emphasise characteristics such as resilience and creativity etc. pupils to demonstrate a desire to do their best with all lessons and tasks set. In addition, pupils have a greater understanding of target setting and putting strategies in place to achieve those goals. Impact – Used throughout school staff have reported a good understanding from children as to the concept of "personal best" (inside and outside of the classroom). Teacher's report there have been many occasions where this has been relevant as a strategy to improve the quality of outcomes.</p>	<p>2. Personal Best (and the Secrets of Success) help pupils' recognise their individual achievements and progress within PE and sporting activity. Pupils have ownership over their targets and can set new targets to aim for.</p>
	<p>3. Network- Continue to retain membership of Points Learning Network and to attend key meetings and events. YST membership</p>	<p>£1050 £210</p>	<p>3. Membership of Points Learning Network has ensured that the PE retains its profile within school. The coordinator stays up-to-date with national initiatives and receives regular updates from Points LN. Good</p>	<p>3. Retain the existing level Of profile by ensuring that, the PE Lead stays up-to-date with national initiatives and retains membership of local and national networks /organisations, so that the</p>

	4. Physical Literacy-Focus on Physical Literacy underpinning our Schools Physical Education Curriculum.	£0	<p>practice and networking is a key art of the network.</p> <p>4. All class teachers have engaged with Physical Literacy and linking skill development to all classes. Impact– each class teacher looking for specific skill development in activities. Feedback discussed with PE Lead to look at development and next steps. Whilst 100% of teachers have done Physical Literacy this year, 93.3% have only used the resources available and not attempted to make their own.</p>	<p>school can access the latest information.</p> <p>4. Create/find videos to Help demonstrate to pupils (and staff) how movements may look to give attempts that are more successful and reduce injury. Enable staff to understand not all pupils may reach this “standardised” way of movement to be successful e.g. sprinting technique may not be smooth but pupil may still be naturally quick with their own technique. The Y3 Lead wants to look at developing our Physical Literacy resources in the next academic year.</p>
Updating the website/School Games site throughout the year keeps parents (and staff) informed and helps promote the profile of PE at Hunter’s Bar Juniors.	5. Mr. Adebola to update the website/School Games site throughout the year.	£0	<p>5. Pupils are very eager to participate in out of school physical activities and promoting their achievements on our various sites. Pupils write reports for our school games site, which allows them to detail their own successes and feel a sense of pride in their accomplishments.</p>	<p>5. To continue to update the website and have pupils write reports for the School Games site.</p>
PE Lead time for research and implementation		£2363.40		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
Support staff with training and up-to-date developments to ensure that all staff are confident to deliver lessons effectively and are aware of new developments in the subject area. The PE Lead will continue to engage with local and national developments and engage with relevant networks and groups to ensure that he is fully informed about the requirements of the Sport Premium Plan.	1. CT-CPD Training: Upskilling of staff has been developed through continued supported work between the PE Lead and the teaching staff at the school. The PE Lead works alongside staff to assist in their subject knowledge and delivery of PE and Sport.	£0	1. Improved confidence and Teaching of PE across the whole school. This has been evidenced through, audit of strengths and areas for development as well as feedback after CPD being transferred to teaching new areas of the curriculum. During this year, the setup in previous years of staff leading in PE has been beneficial due to the PE Lead being unable to teach PE in the same way as in the past due to risk assessments restricting the movement of teaching staff between bubbles. Pupils' feedback (through Sports councillors) on staff leading lessons has been "great" with many enjoying seeing their teacher in this role.	1. When PE Lead is back in full time role, existing teachers continue through transition of supported lessons towards independent PE lessons with periodic feedback and development opportunities. New staff members to benefit from mentoring CPD programme. Staff through feedback have asked for a 2 year cycle of CPD development. Staff to continue to be offered CPD opportunities to enhance their knowledge and delivery of PE to their pupils.
Members of staff to attend courses in order to enhance their knowledge and understanding of PE and active learning across the curriculum.	2. Explore Fencing course 16 members of staff	£180	2. To deepen knowledge for Staff to be able to teach fencing.	2. Fencing S.O.W developed by Mr. Adebola to be refined after feedback given by staff who have taught it this year.

<p>To increase the confidence and knowledge of PE Lead in teaching P.E./Extra-curricular clubs with a view to upskilling other staff who will deliver alongside and pupils who may help run clubs.</p> <p>MDSA's (Midday Supervisors)/TA's to continue to promote lunchtime activities and games for children to take part in regular physical activity ensuring their understanding and knowledge of the activities is embedded.</p> <p>Audit of indoor PE equipment to ensure high quality PE is delivered using safe equipment.</p>	3. Dodgeball course (& membership)	£80	3. To deepen Mr. Adebola's Knowledge on Dodgeball to be able to train staff and club leaders (pupils).	3. Dodgeball S.O.W to be updated to include new games/activities and use of new resources.
	4. Tennis course	£0-Online	4. To deepen Mr. Adebola's Knowledge on Tennis to be able to train staff.	4. Tennis S.O.W to be updated to include new games/activities and use of new resources.
	5. MDSA's/TA's to monitor Participation in break/lunchtime activities in order to adapt sessions accordingly and give feedback to Mr. Adebola.	£0 (midday supervisor/TA budget)	5. Staff feedback is very positive and children are enjoying breaks/lunches-especially since the donation of new equipment from the H.S.A.	5. Look for feedback from Sports councillors/MDSA's/TA's on changing activities. Look at purchasing new equipment in the next academic year if needed.
	6. Continental Sports- report no. 169764 (Sept 2020) Upholstered bench & carry charge	£114 £225	6. Equipment is deemed safe to use once audit is complete and repairs or replacements have taken place.	6. Audit carried out annually.
PE Lead time for research and implementation		£2537.61		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
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: Pupils at this school receive a broad and balanced range of activities that supports their development. The curriculum is suitably broad, underpinned by Physical Literacy skills and enables for progression within an activity. Extra-curricular activities provide additional breadth and diversity.</p>	<p>1. Curriculum- Physical Literacy, Gymnastics, Dance, Swimming, Games (netball, basketball, football, Flag Football, cricket, tennis, and athletics).</p>	£0	<p>1. Providing a good breadth of activities allows pupils to experience and develop a range of activities within the curriculum. Sufficient time within the curriculum is provided to allow pupils to make sufficient progress on each activity. Pupils wishing to develop these activities further or try out their skills are able to attend clubs or festivals / competitions.</p>	<p>1. Continue to monitor curriculum content and delivery to ensure that pupils are able to progress sufficiently in each area. Continue to provide additional activities at residential trip to widen experience. In the next academic year the success / uptake of extracurricular offers will also be monitored (and the necessary adjustments made) as long as Covid-19 risk assessments allow this).</p>
	<p>2. New sports introduced into PE curriculum: American Football, Baseball (MLB 1st Pitch trial) and Fencing</p>	£0 (Fencing equipment K11)	<p>2. Staff feedback from Fencing lessons “were great”. Further feedback was given on splitting some of the lessons into two main activities allowing pupils to be able to do one without a mask due to the heat.</p>	<p>2. Use Sports Council to monitor new sports that were added to the curriculum 2020/2021</p>
	<p>3. Sports Day- We provided a Sports Day over 4 days for our students, to replace our traditional Sports Day (again due to the Covid-19 situation). Training videos were provided and 7 Challenges were chosen linked to our physical literacy curriculum.</p>	£0	<p>3. Impact–Training videos were provided before the event to give children an opportunity to practice different skills for challenges at home. Due to a “bubble” having to self-isolate, it allowed the pupils to participate in the challenges from home. 30 pupils were able to have the experience of a Whole School Event from home by submitting their scores to their teacher for their Gem Families.</p>	<p>3. The final challenge (Stair climb challenge) was the only challenge, which could be done from home. There was not as much uptake in this as with the events from the previous year. If for any reason Sports Day can not run as we have done traditionally I would look at doing something to engage parents but choose something that might be easier to track at home.</p>
	<p>4. Online physical activity provision : Parkhead Netball, Rugger Eds,</p>	£0	<p>4. 10 sporting providers and Partners for Hunter’s Bar Infants</p>	<p>4. Continue to work with these partners in the next</p>


<p>Bikeability gives pupils the skills and confidence for all kinds of cycling (e.g. dealing with short journeys such as cycling to the local shops or to school)</p> <p>Over the course of this academic year, we have explored the “Zones of Regulation” with the pupils. Mindfulness is something that has been introduced to the children as a way of helping them to get into the “green zone” which is optimal for their learning.</p> <p>In November over 70 Schools in Sheffield signed up to be part of the #SheffieldSchoolsSkipathon.</p>	<p>Elite Karate, Kixx Coaching, Sheffield United Community Foundation, Sheffield Wednesday Community Programme, DH football coaching, DE Dance & Sportz, Sculpt Fitness, Yoga Nature.</p> <p>5. Bikeability-Year 6 Bikeability courses-LTR (learn to ride), Level 1/2. Loan bikes and helmets provided.</p> <p>6. Mindfulness Staff have been given a variety of resources including their own membership for Headspace. Staff may have opted to use other techniques instead of Mindfulness within their classrooms.</p> <p>7. Skipathon - Throughout the week each day focused on one of the 5 ways to wellbeing: Learn, Connect, Take Notice, Give and Be Active. Pupils were shown videos as a visual aid to help with challenging them/developing their skipping skills.</p>	<p>£0</p> <p>£0</p> <p>£0</p>	<p>and Juniors offered virtual/online activity provision. (The previous Extra-curricular offer was extensive and attended by a variety of different target groups). This offer was sent out to all children (approx. 630) across both schools with a variety of activities and competitions for pupils to engage with.</p> <p>5. In Oct 36 Year 6 pupils took part in Bikeability. These pupils (40%) were chosen as when surveyed they were found to have had limited bike riding experiences. 83% of these pupils passed their level 1 & 2.</p> <p>6. Evidence was collected from staff, with 73.3% choosing to use mindfulness with their class over this academic year.</p> <p>7. Impact-A whole school event with all pupils able to participate in daily practice to develop their skills. HBJ pictures featured in the Sheffield Star (23rd Nov). 28 Skipping ropes sold (on behalf of Skipping School) to pupils across school allowing for PA at home.</p>	<p>academic year either through curricular or extra-curricular provision (risk assessments and wider community covid-19 rate depending). If provision comes back, the monitoring of and success / uptake of all extra-curricular offers will be monitored and the necessary adjustments made.</p> <p>5. Continue to provide this Opportunity to Year 6 pupils to allow them to develop fundamental skills that are needed in bike riding.</p> <p>6. Continue to offer Mindfulness in class and through PE lessons to help pupils have a way to regulate their emotions.</p> <p>7. The success of the event will hopefully mean that the Sheffield Schools Skipathon is likely to become an annual event. HBJ will continue to promote skipping skills and development through PE and PA.</p>
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	<p>8. Swimming-This year done at Ponds Forge</p> <p>9. Trips All residentials were postponed this academic year due to Covid-19.</p>	<p>£0-</p> <p>£Y6 Budget</p>	<p>8. Due to Covid-19 shutting down King Edwards VII pool, we've had to travel to Ponds Forge by coach (whereas we'd usually walk)</p> <p>9. 87 (96%) Y6 pupils Attended Cromford Mills and Black Rocks (to participate in canoeing and climbing / abseiling and weaselling).</p>	<p>8. To ensure continued Delivery of Swimming lessons to Y4 pupils. To provide catch-up lessons (curricular or extra-curricular) for pupils whose lessons have been affected by the pandemic.</p> <p>9. Continue to provide trips and residential opportunities for pupils.</p>
PE Lead time for research and implementation		£2037.61		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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>Pupils at Hunters Bar Juniors are afforded considerable opportunities to take part in festivals, intra and inter school competitions and events. The school aims to give as many children as possible the chance to take part in suitable opportunities that give pupils a sense of pride and identity. This is intended to also teach the skills and qualities of working cooperatively in a team, experiencing success or disappointment and developing resilience, all essential life skills.</p> <p>This year due to the pandemic, we've had increased Intra-form competitions, which have fed into the whole-school house system (Gem-Families: Diamond, Emerald, Ruby, and Sapphire).</p>	<p>1. Red Nose day competition Multi-skills competition</p> <p>2. Sports day competition (Also see K.I.4)</p> <p>3. Continue to enter SFSS and School Games competition events. Provide opportunities for more pupils to engage with competitive sport through entry and careful selection of targeted cohorts i.e. SEND, PP, least active.</p>	<p>£0</p> <p>£0</p> <p>£Memberships</p>	<p>1. Intra-form Competition Linked to the 5 ways to wellbeing (Connect, Be Active, Take notice, Keep Learning, Give). Pupils were given the choice to participate in one out of four activities. Scores went towards their Gem Families and the Class teachers from the highest scoring classes in each year been trough to a head-to-head competition.</p> <p>2. Whole school competition done through each individual classes scores contributing to their Gem Families total score. 97% participation rate as pupils (in J8) were able to take part from home even with their "bubble" going down.</p> <p>3. Due to Covid-19, we've been unable to provide inter-school competitions.</p>	<p>1. To continue to provide intra-school competitions to allow pupils to have access to competition within school.</p> <p>2. Continue to use Sports Council to help with planning Sports day and ways to make it inclusive so that all pupils throughout the school are able to access all the events.</p> <p>3. In the next academic year We will continue to provide travel to certain tournaments allowing pupils' access to competitions that they might not have been able to attend previously due</p>

	4. Links created Badminton	£0	4. In the past we have identified pupils who have the potential to play badminton through running an after school club. Due to being unable to do clubs this year a player was picked up through the use of the sport sanctuary spaces. Impact-BMc is now attending Badminton lessons regularly at Abbeydale Sports centre and has attended a Badminton holiday camp at half term. He has been signed up to attend a further camp in the summer over the six-week holidays.	to parental commitments etc. 4. Continue to use local partners to provide sporting opportunities for pupils (to participate/compete in) and look out for new local partners providing further opportunities.
	5. Beat the Street	£0	5. A 69.72% uptake within the school. As of WC 5 th July, the school has scored 40,870 points through 7213 swipes of Beat Boxes. Health walks have been provided for some of our pupil premium pupils in Y4 (ZD, TCW, JMF & ZF). They were eager to join in and do their bit for the school but their home life restricts them being able to do this. Fobs are kept in school for two of them to enable all of them to take part around the school area escorted by two members of staff	5. Continue to engage with PESSPA Sheffield competitions and activities to allow pupils to

	6. Sheffield get active medal All pupils who participated were given the option of the school buying their medal for participation and completion of their goal.	£7	6. A Sheffield get active (Walking Challenge) medal was bought for L.B. The medal was sent in the post option for his 17.5km covered. Whilst given the option of the school buying a medal, many parents opted to buy the medals for their children themselves.	6. Continue to provide Opportunities for pupils to be able to access physical and virtual competitions within Sheffield.
PE Lead time for research and implementation		£2037.61		

Signed off by	
Head Teacher:	
Date:	9/7/2021
Subject Leader:	<i>B. Adebola</i>
Date:	8/7/2021
Governor:	<i>N. Peck</i>
Date:	26/7/2021