

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

## Swimming Data for Sport Premium Funding 2019 –20

What percentage of children could swim 10 meters at the start of Y4 (Taken from the 2017-18 Y4 Cohort)	35 %
What percentage of children could swim 10 meters at the end of Y6 (Taken from the 2017-18 Y6 Cohort)	100%
What percentage of children could swim 25 meters at the start of Y4 (Taken from the 2017-18 Y4 Cohort)	23%
What percentage of children could swim 25 meters at the end of Y6 (Taken from the 2016-17 Y6 Cohort)	93%
What percentage of your Year 4 pupils could perform safe self-rescue in different water-based situations when they started swimming lessons in Y4.	0%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	36%
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?	<p>Yes</p> <ul style="list-style-type: none"> <li>• Extra swim teacher and TA used in pool to help children with no water-confidence.</li> <li>• Weekly Booster swim lessons</li> <li>• Tracking system put in place to highlight weakest swimmers</li> <li>• Reward trips to water park to encourage love of swimming</li> <li>• 3 inclusive swimming galas organised every year and run.</li> <li>• School swimming trials run every year to raise profile of swimming</li> <li>• Letters to parents to encourage children to take children swimming.</li> <li>• Vouchers given to parents to take children swimming in hols.</li> </ul>

## 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: 2019/20		Total fund allocated: £20,894		Date Updated: Jan 2020	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Sustainability and suggested next steps:					
Continue a Daily 10mins exercise to all children across the school 3 times a week on the days they don't do PE		Put together a coordinated programme of activities for each year group – whereby they do 3 different types of activities a week.		PE Coodinator £1000	
Lunchtime sport clubs offered on lunch time over both sites.		Additional member of staff to run the lunchtime clubs at the Grove St. site.		£500 for additional TA	
Up to 6 After school sports clubs being run every week.		Sports Ambassadors trained to run clubs at L.R. site		PE Co-ordinator £1000	
Breakfast & After-School Clubs – encourage children the opportunity of		TM to ensure a variety of clubs are on offer after school. TM to work with <b>local community sports clubs</b> to get coaches into school for ASA		£6500	
		Ensure children have the opportunity to go outside and play		<p>This programme has received very positive feedback from year 5&amp;6 who are always keen to do their daily 10 exercise and has helped improve fitness.</p> <p>Above 60% of KS2 Children participate in an extra-curricular club – <b>Sainsbury School Games GOLD standard.</b></p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils are more active in PE lessons</li> <li><input type="checkbox"/> Standards achieved improving with over 80% achieving A.R.E.</li> <li><input type="checkbox"/> Less <u>active</u> children more engaged in PE lessons and are able to access learning</li> </ul>	
				<p>The programme will be continue in Y5&amp;Y6 and staff are confident in delivering all activities. The logistics of implementing it in Y3&amp;4 will be reviewed this year.</p> <p>TM to train sports ambassadors to run lunchtime clubs at LR. KJ to continue to run Lunchtime clubs at GS. Include clubs which target the least active.</p> <p>TM to put together a programme of after school activities, which involves all teaching staff throughout the year. Tm to provide support, training and assistance.</p>	

<p>outdoor play, and provides all children the opportunity of a healthy breakfast &amp; evening meal.</p>	<p>when the weather is suitable and ensure appropriate activities are available for them.</p>	<p>£3000</p>	<p>easier.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Good retention of change4life children show they are enjoying it.</li> </ul>	<p>TM to work with <b>local community sport clubs</b> to get coaches into school to run some ASA.</p>
<p>Walking bus provided for children to walk to school from the Grove St. site to the Langton road site every morning and evening.</p>	<p>TA's to be employed to walk children between the two sites.</p>	<p>PE Co-ordinator</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increased number of children at breakfast club</li> <li><input type="checkbox"/> Behaviour at lunchtimes improved as children have a focus at clubs.</li> <li><input type="checkbox"/> Homework and behavior improved as children can only attend a lunchtime club if these two conditions have been met.</li> </ul>	<p>Ensure that <u>children</u> are encouraged to go outside and be active at breakfast clubs</p>
<p>Physical Enrichment activities offered as rewards to children who are working hard in class or to pupil premium children: Ice skating, Swimming, Forest Schools, Walking in Dalby Forest, Camping trips and residential trips to Outdoor Ed Centres.</p>	<p>TM to plan a range of enrichment active enrichment activities.</p>	<p>£5000</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enrichment activities have proven a good motivation for children to work hard in class.</li> <li><input type="checkbox"/> Enough equipment to ensure children get the maximum 'active' time in lessons.</li> </ul>	<p>TM to plan a range of enrichment active enrichment activities.</p>
<p>Ensure children have access to the adventure playground at break times</p>	<p>TA to supervise children on adventure playground at break times.</p>	<p>PE Budget</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All children are able to access PE lessons with the correct kit. Chn feel more comfortable and confident having the same kit as everyone else.</li> </ul>	
<p>The purchasing of high quality PE equipment – to ensure there is enough equipment for children to get maximum participation time in lessons.</p>	<p>TM to take an audit of the current PE equipment and ensure that there is enough equipment for children to use.</p>	<p>£1000</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improved behavior at playtimes &amp; lunchtimes when children have access to balls and skipping ropes etc.</li> </ul>	<p>Adventure Playground has proved hugely popular with Chn at playtimes – need to ensure that it is supervised by a TA or lunchtime supervisor.</p>
<p>Purchasing of play time equipment to ensure children are kept active and engaged during break-times and lunchtimes.</p>	<p>TM to work with Pupil Voice to identify what play equipment children want at playtimes.</p>	<p>£200</p>		
	<p>Purchasing of new PE equipment and ensuring there is plenty of</p>			

<p>Ensure all children have a PE kit suitable for taking part in PE lessons</p> <p>Opportunities at Parent evenings to book an appointment with TM to discuss child's health – alongside the NHS Healthy choices scheme.</p>	<p>equipment for children to play with.</p> <p>Shelving built into both changing rooms at L.R. to store spare kit. Large shelving unit purchased for G.S.</p> <p>TM to check with class teachers which chn need PE kit purchasing. Purcahse spare PE kit to be available in changing rooms throughout the year.</p> <p>TM to send out letter to parents.</p>	<p>PE Co-ordinator</p> <p>£500</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No children miss their PE lesson due to incorrect or no kit.</li> </ul>	<p>TM to take regular audits of the current PE equipment and the PE kits for children.</p> <p>TM to take regular audits of play equipment and liaise with playground supervisors to ensure plenty of equipment is available and suitable for play.</p> <p>This was poorly attended last year, but will offer the same opportunity to parents this year.</p>
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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:
				%
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>At least one inter-house tournament run every half term in a different sport. The winning team has their picture displayed on the noticeboard in the school corridor.</p> <p>A comprehensive calendar of Inter-school tournaments</p> <p>Winning teams are announced in the School Assemblies – with the winning team brought to the front of the assembly and acknowledged by the whole school.</p> <p>Our schools values system which is based on the Olympic and paraolympic values are celebrated every week, and the winner of the weekly draw goes on an active school trip.</p> <p>Year 6 Sports Ambassadors &amp; House Captains chosen every year based on their excellent commitment to sport and sportsmanship values. Each child is awarded a badge and photos to be</p>	<p>TM to ensure inter-house tournaments are run every half term and winning teams photos are displayed.</p> <p>Enter Norton CP into the local cluster tournaments and TM to organize tournaments at school, inviting other schools to attend.</p> <p>Norton CP to pride themselves on ensuring all children have the opportunity to play in a interschool tournament, whilst ensuring that they are highly competitive in all tournaments.</p> <p>Ensure the weekly draw is carried out every week in good work assembly and children get to go on the reward trip.</p>	<p>PE Co-ordinator</p> <p>PE Co-ordinator</p> <p>PE Coordinator</p> <p>PE Co-ordinator</p>	<p>Noticeboards are regularly updated with photos of winning teams.</p> <p>Children continually bring in photos to celebrate their sporting success in the community.</p> <p>All last year's Y6 children played in at least 1 inter-school tournament.</p> <p>Norton CP won the following tournaments: Boys football Girls football Tag rugby Netball Cricket</p> <p><input type="checkbox"/> Children have said that they feel proud to represent the school.</p> <p><input type="checkbox"/> Children see it as important to win their house</p>	<p>TM to work with CJ to develop a reporting template on the school website to display results, photos and match reports.</p> <p>TM to continue overseeing inter-house tournaments and ensuring KS2 staff are running one every half term and noticeboards are updated.</p> <p>TM to continue managing the Norton Values system – ensuring staff receives training on how the system works. Ensure a weekly draw takes place every week at both sites and a trip is planned each term for both</p>

<p>displayed on school corridor.</p> <p>Celebrating sporting success outside of school boards. Displaying children playing sport outside of school &amp; their achievements.</p> <p>Lunchtime clubs offered as motivation to hand in homework and correct behavior.</p>	<p>TM to consult with LP on suitable children for roles. Badges to be purchased. Photos to be displayed on the PE board.</p> <p>Folders set up for class teachers to drop photos of children's successes outside of school. To be printed off and displayed on noticeboard.</p> <p>Class teachers to keep a record of children who have completed their homework and inform TM.</p>	<p>PE Co-ordinator</p> <p>PE Co-ordinator</p>	<p>competitions but ultimately good sportsmanship is the most important.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Children are nervous but excited to go up in assemblies to collect their certificates.</li> <li><input type="checkbox"/> Improved behavior to ensure they get the chance to play in the tournaments.</li> <li><input type="checkbox"/> Children comment that playing sport is part of an active healthy life</li> <li><input type="checkbox"/> Children feel proud to see their picture in the corridor.</li> <li><input type="checkbox"/> Children aspired to be sports and house captains in Y5</li> <li><input type="checkbox"/> Increased number of pieces of homework handed in due to trips and clubs incentives.</li> </ul>	<p>sites.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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>Improve Staff Knowledge of how to deliver cricket</p> <p>Two staff training sessions per term on teaching P.E. led by the PE Co-ordinator.</p> <p>Develop TA's swimming knowledge by working with experienced instructors in the pool to reduce the ratios of 'beginner swimmers' to adults.</p> <p>Add an additional member of staff to lead lunchtime sports clubs on the Grove St site.</p> <p>TM to continue to team teach with members of staff across different year groups.</p> <p>Purchasing of appropriate PE equipment.</p>	<p>Yorkshire CC to provide a cricket coach, to team teach with each year group.</p> <p>TM to lead PE staff training twice a term to teachers. Sessions made relevant to the sports the teachers will be teaching that term.</p> <p>TM to identify suitable TA's to upskill their swimming knowledge so they are confident to support beginner groups.</p> <p>TM to train a TA to lead lunch time clubs at the Grove St. site.</p> <p>TM to continue to team teach with members of staff across different year groups.</p> <p>TM to buy high quality PE equipment within the allocated</p>	<p>PE Co-ordinator</p> <p>PE Co-ordinator</p> <p>£500</p> <p>PE Co-ordinator</p>	<p>Will be evaluated at the end of the year.</p> <p>Teachers feel more confident teaching PE and understand the importance of the subject – resulting in the children getting better physical education.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PE Sports mark Gold standard met</b></li> <li><input type="checkbox"/> Over 80% of all year groups had children at A.R.E or above in PE</li> <li><input type="checkbox"/> Use of TAs in swimming lessons dramatically improved beginner swimmers in Y4 lessons</li> <li><input type="checkbox"/> Change of approach to booster swim <u>lessons</u> which has led to an importance on water</li> </ul>	<p>Sustainability and suggested next steps:</p> <p>Teachers will have a better understanding of how to deliver cricket in the future PE lessons.</p> <p>Improve curriculum teaching</p> <p>Develop TA's swimming knowledge by working with experienced instructors in the pool to reduce the ratios of 'beginner swimmers' to adults.</p> <p>Add an additional member of staff to lead lunchtime sports clubs on the Grove St site.</p> <p>TM to continue to team teach with members of staff across different year groups.</p>

<p>Effective line markings for winter and summer have been carefully designed to help maximize the use of space and help teachers in their delivery of PE lessons.</p>	<p>budget.</p> <p>TM to ensure correct line markings are put down for the different seasons to enable the most effective teaching.</p>	<p>PE Budget £1,000</p> <p>PE Co-ordinator</p>	<p>confidence before stroke development. Leading to more confident swimmers.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Child to adult ratio in the beginners section of the swimming pool halved – leading to an increase in progress.</li> <li><input type="checkbox"/> Teachers becoming much better at following the 90% - 10% active ratio in lessons.</li> <li><input type="checkbox"/> Better differentiated lessons using the three pitch structure TM has promoted.</li> <li><input type="checkbox"/> Teachers feeling more confident at delivering PE lessons.</li> <li><input type="checkbox"/> Teachers regularly using TM for questions and clarity of PE lessons</li> <li><input type="checkbox"/> Line markings have ensured PE lessons are more active.</li> <li><input type="checkbox"/> Ample equipment has increased the amount of active time children have in lessons leading to more progress being made.</li> <li><input type="checkbox"/> Staff feel more confident running inter-house tournaments</li> </ul>	<p>Purchasing of appropriate PE equipment.</p> <p>Effective line markings for winter and summer have been carefully designed to help maximize the use of space and help teachers in their delivery of PE lessons.</p>
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
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:
TM to work with local sport clubs to get club coaches to run after school clubs and arrange taster sessions where possible.	Community tennis, golf, gymnastics and rugby coaches have all delivered after schools clubs this year. Golf and rugby coaches have provided taster sessions to all children in Y6 in PE time.		Make children aware of the sport clubs on offer in the local community, give them a taster of these sports, which hopefully leads to children joining the club outside of school	Clubs to be run at a discount rate for Norton CP children to give them introductory access to a local club – which hopefully they will join independent of school. Coaches <b>MUST BE</b> attached to a community sports club. Independent coaches will not be used.
Introduce and develop skipping skills	Skipping Workshops delivered a 2 day programme of skipping workshops to all children in Y3,4, 5&6.	£500	Children thoroughly enjoyed the sessions and have started to skip at break times and lunchtimes.	Continue with skipping as one of the activities in children's daily 10 sessions.
		PE Co-ordinator	A growing number of children	CJ & TM timetabled once a

<p>Offer Cycling sessions and booster cycling sessions throughout the year</p>	<p>CJ &amp; TM timetabled once a week to run cycling sessions every Thursday morning.</p>		<p>have no experience of riding a bike in Y5 (10 children last year), with school bikes * equipment we can get 100% of children able to ride a bike by the time they leave primary school</p>	<p>week to run cycling sessions every Thursday morning.</p>
<p>Tour de Norton Bike Ride</p>	<p>TM to plan Y6 Big Bike ride every year</p>		<p>Over 95% of all Year 6 children completed on-road Level Two Cycle Awareness – Many using school bikes and helmets.</p>	<p>TM allocated time to plan and organise the event.</p>
<p>Maintenance of school bikes</p>	<p>Maintenance of school bikes by TM &amp; CJ</p>	<p>PE Co-ordinator</p>	<p>Y6 children aspire to be able to ride in the Tour de Norton ride – and so encourages children to practice riding their bike at home.</p>	<p>Maintenance of school bikes by TM &amp; CJ</p>
<p>Swimming ability of all children to improve – to give them access to a wider range of water sports.</p>	<p>TM &amp; CJ timetabled once a week to deliver booster swimming sessions to the weakest swimmers at school.</p> <p>Weekly swimming lessons once a term for Y4,5 &amp; 6. TM &amp; TAs support weakest swimmers in these sessions</p> <p>Swimming galas organised for more able swimmers both inter-school and inter-house</p> <p>Flamingo Land Splash Zone</p>	<p>PE Co-ordinator</p>	<p>From a starting point in Y4 – only 23% could swim 10m. By the end of year 6 – 93% could swim 25m</p> <p>Norton CP able to enter 3 teams into the Inter-schools swimming gala</p> <p>Promotes a love for swimming Encourages good attitudes to</p>	<p>TM &amp; CJ timetabled once a week to run booster swimming sessions.</p> <p>TM to monitor and track swimmers progress.</p> <p>TM to organise both inter-school and inter-house swimming galas.</p> <p>TM to organise 2 trips a year</p>



<p>Gardening clubs</p>	<p>reward trip</p> <p>A purpose built gardening area built on each site to allow children to participate in a gardening club</p>	<p>PE Co-ordinator</p>	<p>learning including homework, reading and tables practice at home.</p> <p>In response to a clubs survey a number of children indicated they would like to attend a gardening club.</p> <p>Encourage children to be physically active through gardening and learn about where their food comes from and the benefit of a healthy diet.</p>	<p>TM to run a gardening club at LR.</p> <p>JE &amp; PB to run gardening clubs at GS</p>
<p>Year 5 camp</p>	<p>All children in Y5 have the opportunity to attend an overnight residential trip: learning bushcraft, orienteering and camping skills</p>	<p>PE Co-ordinator</p>	<p>96% of all children attended an overnight residential before leaving primary school.</p>	<p>TM to be given time to plan and co-ordinate the Y5 camp. PP children are offered a free place on the trip</p>
<p>Outdoor pursuits residential: East Barnby:</p>	<p>All children in Y6 offered the chance to attend a week long residential trip: learning surfing, rock climbing, canoeing, gauge walking, sailing</p>	<p>PE Co-ordinator</p>	<p>All children who visited East Barnby tried an activity they had never tried before and felt a great sense of pride and a new resilience after completing the week.</p>	<p>TM to be given time to plan and co-ordinate East Barnby residential. PP children are offered a free place on the trip</p>
<p>Forest Schools</p>	<p>Children identified by TM and LP are given the opportunity to take part in Forest School sessions once a month at W. Heselton</p>		<p>Improves children self confidence and self esteem through attending the sessions</p>	<p>TM to be timetabled once a month to take children for an afternoon of Forest Schools at West Heselton school.</p>

<p>The purchasing and maintenance of quality equipment to allow children the opportunity to play a wide range of sports.</p> <p>Change for Life Clubs organised every week targeting those who are least active</p>	<p>TM to identify least active children and socially week children who would benefit most from these clubs through PE lessons and liaising with class teachers.</p>	<p>PE Budget £1,000</p> <p>PE Co-ordinator</p> <p>PE Co-ordinator</p>	<p><input type="checkbox"/> Attendees of change4life club improved childrens self-confidence in whole school life as well as notably in PE lessons</p>	<p>TM to regularly audit PE equipment</p> <p>TM to track and review with LP, ND and class teachers which children would benefit the most from the change4life clubs.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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>All KS2 children to participate in competitive tournaments</p> <p>Norton CP is part of the local cluster sports partnership run at MCSC.</p> <p>Releasing of an extra member of staff on Wed afternoons to ensure we can take 4 teams to each cluster tournament.</p> <p>Purchasing of the school mini-bus: Putting 2 new members of staff through their Midas training.</p>	<p>An inter-house tournament is run Y4,5,6 every half term.</p> <p>School cross country Inter-house event organised every year for every year group by TM</p> <p>Timetable tournaments so there are minimal clashes in the school diary.</p> <p>Ensure there is suitable cover arranged for extra member of staff.</p> <p>Ensure mini-bus is serviced and in safe working condition</p>	<p>PE Co-ordinator</p> <p>£225 PE Co-ordinator</p> <p>£500</p> <p>Apportioned cost of mini-bus</p>	<p>Years 4,5,6 all participated in the following Inter-house sports: Netball Football Tag Rugby Swimming Cross Country Rounders Athletics</p> <p>Roughly 50% of Year 6 children had the opportunity to officiate matches.</p> <p>See attached a calendar of events for all Inter-school events entered last year. For the level 1 tournaments held at Norton CP and MCSC – 4 teams were entered in each tournament.</p> <p><input type="checkbox"/> <b>PE Sports mark Gold standard met</b></p> <p><input type="checkbox"/> Norton CP managed to go</p>	<p>TM to continue organizing the Interhouse tournaments for KS2 and develop teachers so they feel confident leading them.</p> <p>Children to be encouraged in PE lessons to take on officiating roles. Sports ambassadors and House captains to be selected every year.</p> <p>Continue to pay into the MCSC tournaments every year.</p> <p>Maintenance of school mini-bus.</p>

<p>TM to organize and promote inter-school tournaments held at Norton CP school.</p>	<p>TM to effectively communicate with local primary schools tournament dates and work with the local secondary school to provide sports leaders.</p>		<p>through to the district finals last year in:</p> <p>Girls Football Tag Rugby Cross Country Swimming Cricket</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of all KS2 children participated in Inter-house competitions.</li> <li><input type="checkbox"/> Children’s attitude to competitive sport has significantly improved and children now often show good sportsmanship.</li> <li><input type="checkbox"/> Attitudes around competition and behavior has improved in lessons.</li> <li><input type="checkbox"/> Children enjoy the responsibility of refereeing matches and helping in the running of tournaments.</li> <li><input type="checkbox"/> Staff feel more confident running inter-house tournaments</li> <li><input type="checkbox"/> Every child in year 6 had the opportunity to play in an interschool tournament.</li> </ul>	<p>TM to continue organising and promoting inter-school tournaments at Norton CP</p>
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