



All Saints C of E Primary School



Evidencing the impact of the PE and Sport Premium

| Year | Amount of Grant Received | Amount of Grant Spent | Updated |
|-----------|--------------------------|--|-----------|
| 2019-2020 | £17651.00 | SLA buyback £11,500 Sports coaches £4,408 Transport to events £270 Equipment £560 "Maths of the day" resources £500 Provisionally booked for sports week £500 Total £17,738 Money spent on PE out of the school budget Additional sports coaches £ 925.44 Swimming £1700.24 Total £2625.68 Overall Total £20,364.33 | July 2020 |
| 2020-2021 | £17590 | SLA buy back £11,600 sports coaches - £4532.20 Equipment - £850 Medals for sports week - £125 additional swimming for year 6 - £300 gymnastics equipment £190 Total 17,597.2 Money spent on PE out of the school budget Swimming £1700.24 Total 1700.24 Overall Total 19,297.44 | July 2021 |

Referenced



Supported by:



| | | | |
|------------------|-----------|--|-----------|
| | | | |
| 2021-2022 | £17590 | SLA buy back £11,800 sports coaches - £4850 Equipment - £670 Medals for sports week - £50 Transport £200 Total 17,570 Money spent on PE out of the school budget Swimming £1700.24 Total 1700.24 Overall Total 19270.24 | July 2022 |
| 2022-2023 | £18862.95 | SLA buy back £11,800 sports coaches - £4970 Equipment - £915 Transport £400 Getset4PE £550 Drumz aloud £435 Total 19,070 Other money spent on PE Swimming £1710 Teach active complimentary - £700 Overall Total £20780 | July 2023 |

RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving consistently
- **Purple**- Impact of Covid 19 pandemic

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

| Meeting national curriculum requirements for swimming and water safety | 2019-2020 | 2020- 2021 | 2021-22 | 2022-23 |
|---|---|--|---------|---------|
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 59% | The children's swimming sessions have been impacted due to Covid 19 therefore no data is available. | 48% | 50% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 52% | | 45% | 42% |
| 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? | 56% | | 45% | 42% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | No We sent children from Year 5 with other classes to use all our allocation of places throughout the year. This increased our percentage by 24% | 9 daily sessions are booked for Year 6 to try to boost their level of confidence and swimming ability. | | No |
| | 2020-2021 – | | | |

| | | | | |
|--|--|--|--|--|
| | the underspend of money has been allocated to pay for an additional swimming teacher for the children who haven't achieved the levels moving into Year 6 from September. | | | |
|--|--|--|--|--|

| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and impact | Sustainability and suggested next steps | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|-------------------|--|---|-------|-------|-------|-------|
| Additional opportunities for physical activity during the primary school day - curriculum Active classroom | <ul style="list-style-type: none"> Smile for a mile EYFS Funky Five Class doing activities from Go Noodle Active lessons e.g. science Active mental maths -times tables TT rock stars ACTIVE PLAYTIME 15 mins everyday | | <p>Enjoyment for running Quotes such as “When are we doing our running today “; “Are we running today”; and “This Active Maths outside is brill.”</p> <p>Year 1 “ Can we do our running today “</p> <p>Staff meeting for all staff to emphasise and reinforce the importance of the active curriculum.</p> <p>ACTIVE PLAYTIME All classes have gone out each day at the same time to play active games with the children. 15 mins timetabled session. This has had a really big impact on the children. Quotes like I love active play. Can we play active sharks and fishes</p> | <p>Autumn term 2023 Recap active play games – ask all staff to say which games the children have really enjoyed and why.</p> <p>To continue with the active play time but to make each term a different focus. e.g. running – track marked out for smile a mile team games skipping – box of equipment</p> <p>Continue CAS (Creating active school)</p> <p>To continue to create a culture of active classrooms.</p> | | | | |
| Lunches and playtimes | <ul style="list-style-type: none"> Active playtime play boxes for lunchtime girls football | | <p>. ACTIVE PLAYTIME All classes have gone out each day at the same time to play active games with the children. 15 mins timetabled</p> | <p>September 2023 KS1 play leaders to take groups of Rec and Year 1 Embed the girl’s football at lunchtime. Continue active playtime</p> | | | | |

| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and impact | Sustainability and suggested next steps | 19/20 | 20/21 | 21/22 | 22/23 |
|--|--|-------------------|---|---|-------|-------|-------|-------|
| | | | <p>session. This has had a really big impact on the children. Quotes like I love active play. Can we play active sharks and fishes</p> <p>Girl's football initiative from the FA – KS2 each year group given an allocated space on the playground to play football.</p> <p>Developed leaders.</p> | <p>Share good practise amongst staff for the active playtime.</p> <p>Sports coach to initiate games at lunchtime with different year groups.</p> | | | | |
| Extra-curricular (Breakfast and after school clubs) | <ul style="list-style-type: none"> After school clubs run 4 night by qualified coaches or staff members offering a wide variety of activities/sports for children from the Reception class to Year 6 Club. Attendance is good with between 13-16 per club (maximum number 16) Summer term 2 coaches for 2 night due to demand from the children. | | <p>Children had access to extracurricular activities at NO COST.</p> <p>The children worked in KS groups e.g.</p> <p>Reception Year1 &2</p> <p>Year 3&4</p> <p>Year 5&6</p> <p>Where there was a big uptake of children wanting to take part in the club, an extra coach was brought in to accommodate this.</p> <p>The children were asked which sports they would like.</p> | <p>To continue to provide extracurricular opportunities for no cost.</p> <p>To monitor the uptake of who is attending.</p> <p>To try to encourage reduce the barriers to attendance.</p> | | | | |

| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and impact | Sustainability and suggested next steps | 19/20 | 20/21 | 21/22 | 22/23 |
|--|--|-------------------|---|--|-------|-------|-------|-------|
| Attendance and Punctuality | <p>To target children with low school attendance to try to encourage them into school. Maybe some sort of reward/experience to encourage better attendance</p> <ul style="list-style-type: none"> Give children PE kits who forgot to bring them. | | <p>Teachers have noticed better engagement during teach active lessons</p> <p>The children settle and stay focussed on an activity after active playtime</p> <p>Children look forward to PE Wednesday</p> <p>children ask when they are learning with the PE specialist and get excited to work with her.</p> <p>Attendance has increased and is almost at the national level.</p> | <p>To continue to monitor non-participants through not having a kit in each class.</p> <p>Target these children & phone call home to ask for a kit. School will then provide these children with kits to keep in school.</p> | | | | |
| Behaviour and Attitudes to Learning | <ul style="list-style-type: none"> Active curriculum Whole school approach to rewarding physically active & sports achievements e.g. assemblies Children who find academic areas challenging embrace the physical aspect of the school life. To use the value of the games stickers to motivate children. Special and different just for PE Active playtime | | <p>After active playtime the children are calmer and more focused (staff comments)</p> <p>Children are using games learnt from active play at other playtimes therefore playtimes are calmer</p> <p>Fewer instances of poor behaviour in targeted groups</p> <p>Pupil concentration, commitment and self-esteem enhanced</p> <p>SPECIALIST PE TEACHER has identified children who have been really polite and have a great attitude in PE where normally they may find this hard in other aspects of school life.</p> <p>During sports week staff</p> | <p>To developed competitive activities in active playtime to help the children learn skills around social interactions in the playground.</p> <p>Develop conversations about what it feels like to lose/win and be part of a team.</p> <p>To kick start active learning within curriculum look for opportunities where possible.</p> <p>Incorporate the smile a mile into the active playtime.</p> | | | | |

| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and impact | Sustainability and suggested next steps | 19/20 | 20/21 | 21/22 | 22/23 |
|--|---|-------------------|--|--|-------|-------|-------|-------|
| | | | are asked to identify children who shown the spirit of the games values. These children are rewarded in a special assembly with certificates and medals. | | | | | |
| Improving Academic Achievement | <ul style="list-style-type: none"> Active curriculum Whole school approach to rewarding physically active & sports achievements e.g. assemblies Specialist teacher has supported all teaching staff and a selection of the TAs with the development of curricular knowledge in gymnastics. Specialist teacher supported more experienced teachers in assessing the children's progress and knowledge in where the children's next steps should be. Teachers are trying to include active lessons where possible. | | <p>The staff include PE when making their cross curricular links in the planning.</p> <p>Teaching staff and TAs to be supported by specialist teacher on developing their knowledge and understanding on how to teach games in a class situation.</p> <p>PE assessments completed by the teachers on Get set 4 PE.</p> | <p>Continue with CPD for the staff to embed scheme of work from GET SET4PE</p> <p>Staff to use the assessment lanyards related to the criteria for each activity and year group.</p> | | | | |
| Health and Well Being/SMSC | <ul style="list-style-type: none"> Spirit of the games values Whole school approach to rewarding physically active and sports achievements e.g. assemblies Celebrating success through newsletters, and assemblies. Unit of work included in scheme of work HRF (health related fitness) Cross curricular with Science and PHSE | | <p>The school values/ethos are complemented by sporting values.</p> <p>Due to the fitness lessons pupils now have an understanding of the contribution of sport to their overall physical development of their bodies.</p> <p>Big leap personal challenge</p> <p>5 km team challenge</p> <p>The achievement of any sporting team is celebrated in assembly</p> | <p>To continue with fitness through the curriculum lessons</p> <p>Sports week</p> <p>Personal challenge – big leap</p> <p>Team challenge 5KM</p> <p>Link between health and well-being and doing PE.</p> <p>Asking children how they feel at the beginning of the day/ lunchtime. Look at how scores moved. Scores at registration time.</p> | | | | |

| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and impact | Sustainability and suggested next steps | 19/20 | 20/21 | 21/22 | 22/23 |
|--|--------------------|-------------------|---|---|-------|-------|-------|-------|
| | | | <p>and mentioned on newsletters.</p> <p>Children who have received sporting awards out of school are celebrated in assembly.</p> <p>During fitness lessons the children are responsible for recording and improving their own level of fitness</p> <p>Sports Week</p> <p>Medals were given out to reward children who have shown exceptional sporting behaviour</p> <p>A trophy was awarded to the winning house.</p> | Tie in with PE | | | | |

| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and impact | Sustainability and suggested next steps | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|-------------------|---|--|-------|-------|-------|-------|
| Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this) | Timetabled for all pupils 2 x 60 minute PE lessons a week. Specialist PE teacher – delivers gymnastics CPD lessons and KS2 games lessons. All teachers deliver Gym and Dance | | Timetable / scheme of work | To increase the percentage of children achieving the NC outcomes to 75% Monitor timetables for each year group. To monitor the staff are carrying out high quality PE lessons. | | | | |
| Review the quality of teaching and consider best way of allocating CPD from Specialist PE teacher, courses and other sources | Develop and implement a professional learning plan for the needs of all staff- After consulting with SPECIALIST PE TEACHER and discussions with members of staff a new scheme of work and outline for CPD training in games has been developed for Sept 2020 PLT and SPECIALIST PE TEACHER have an annual review meeting to review the year and plan for the next one. This | | Staff access support to achieve and have the confidence to teach high quality lessons – discussions with staff showed they felt more confident All teaching & some TAs staff have received CPD from specialised teacher to embed the delivery of get set 4 PE. KS 2 staff had the confidence to deliver the competitions in sports weeks. All teachers have been monitored through observations and feedback given PE lead has completed a PE deep dive with a consultant. Which proved very positive outcomes with clear targets moving forward. | To use the SPECIALIST PE TEACHER to continue to develop the assessment of children's skill and the next steps for learning. Review and plan for next year's targets for the staff. To monitor the quality of teaching throughout school. | | | | |
| PE Coordinator allocated time for planning & review | Coordinator allocated half a day each term for planning, organizing clubs and observing lessons. Monitored medium term planning in each year group. PLT meetings attended throughout the year. | | PLT – attended meetings each half term | PLT to continue to attend meetings Meeting arranged with SPECIALIST PE TEACHER each half term to review the current term and plan for the next | | | | |

| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and impact | Sustainability and suggested next steps | 19/20 | 20/21 | 21/22 | 22/23 |
|---|--|-------------------|---|---|-------|-------|-------|-------|
| | | | | one. | | | | |
| Review supporting resources | SPECIALIST PE TEACHER and PLT teacher to review the year and plan for 2022-23 New SoW and resources for 2022/23 distributed to the teaching staff ready for the new academic year. – GET SET4PE | | SoW for this year was good. It worked to strengths of SPECIALIST PE TEACHER teaching games to KS2 New SoW and resources for 2022/23 distributed to the teaching staff have been a great success. I have had lots of positive feedback about how clear the lesson plans are. How easy is it to complete the assessment. | To plan and monitor active classrooms. To monitor the quality of the teaching throughout the school with learning walks and observed lessons. | | | | |
| Review of PE equipment to support quality delivery | See SSP list of essential PE equipment & order accordingly Gymnastics equipment checked annually New equipment was purchased throughout the year and in preparation for September 2023-2024 | | High quality equipment used in lessons. New equipment was bought for sports week so support the new scheme of work. | To dispose of any equipment that isn't fit for purpose and purchase new equipment where it is needed. | | | | |
| Targets relating to PE delivery being encouraged to form part of performance management | | | PE lead has had a deep dive into PE by an outside consultant – PE classed as good Continued discussions with specialist teacher and staff about how to improve PE. Discussions about being a Creating active school pilot with headteacher and SLT. | To continue to raise the profile of sport in school. To continue to monitor the coaches that will in place in September 2023 to make sure that they deliver high quality sessions. To continue to enter teams into sporting competitions. | | | | |

| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and impact | Sustainability and suggested next steps | 19/20 | 20/21 | 21/22 | 22/23 |
|--|---|-------------------|---|--|-------|-------|-------|-------|
| | | | | To try to encourage staff member to put down active learning as a target. | | | | |
| Support Tas and other adults to access relevant CPD to enhance the school PESS workforce | SPECIALIST PE TEACHER to CPD Tas and teachers during lessons and CPD sessions SPECIALIST PE TEACHER to develop Tas knowledge in KS2 games lessons so that they can help in delivering high quality PE lessons. | | More confident Tas assisting in PE lessons | All Tas to be in CPD sessions to support the teachers and children. TA's to consistently support teachers PE. | | | | |
| Develop an assessment programme for PE to monitor progress | GETSET4PE has its own assessment document. EYFS profile | | Staff are expected to complete assessment for each unit of work completed using Get Set 4 PE SPECIALIST PE TEACHER already CPD more experienced teachers for assessing children's ability level. | Introduce system of recording with staff at staff meeting Sept 2022 The staff have updated the assessment document regularly and found it very manageable. Deep dive found that the assessment was up to date and the coordinator had used it to highlight children who may need additional support. | | | | |

| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and impact | Sustainability and suggested next steps | 19/20 | 20/21 | 21/22 | 22/23 |
|--|---|-------------------|--|--|-------|-------|-------|-------|
| Review extra-curricular offer | Develop offer to ensure each year group & gender are catered for e.g. KS1 multi-skills festivals, Sports Week, School challenge, Be Inspired Challenges, School Games competitions All children from Rec to Year 6 have had the opportunity to take part in extra-curricular activities free of charge. | | The children have been offered a wide variety of age-related activities throughout the year. The children have competed in intra and inter competitions. | The coaches are providing good quality activities for the children after school. | | | | |
| Review extra-curricular activity balance | Develop an offer to include a broad range of activities Coaches have provided afterschool clubs for Rec to Year 6. This has happened on 4 nights a week. The children have been offered a wide range of activities throughout the year. The children have been asked what sports/activities they would like the school to provide. | | KS1 Gymnastics has been the most popular throughout the year. The impact of the clubs was so great that after Christmas 2 coaches were needed for Year 5 & 6. After Easter 2 coaches were needed for years Rec. 1 and 2. | To develop our young leader program to Year 2 They will become JPL's for the reception children. Continue with the same level of coaching sessions after school maybe Where possible in year 5&6 coaches to continue to prepare children for the Stockport schools games competitions | | | | |
| Review offer for SEND pupils | Develop offer to be inclusive e.g. SSP SEND Programme | | The after-school activities and competitions have all been inclusive. All SEND children have access to mainstream curriculum and make good progress. SEND children given specialised/ different equipment to meet their needs. | To try and send children to the inclusive activities. Track on registers | | | | |

| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and impact | Sustainability and suggested next steps | 19/20 | 20/21 | 21/22 | 22/23 |
|--|---|-------------------|--|---|-------|-------|-------|-------|
| Target inactive pupils | To identify pupils that are less active | | To give them a responsibility for games played in the active playtime. Leadership roles within school to motivate them to be more active. | To encourage the dinner supervisors to set up and carry out activities from the pack given to them. Look at girls' active activities/days again Look at the active boys days. | | | | |

| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and impact | Sustainability and suggested next steps | 19/20 | 20/21 | 21/22 | 22/23 |
|--|---|-------------------|--|---|-------|-------|-------|-------|
| Review School Games participation including a cross section of children who represent school | <ul style="list-style-type: none"> Use SSP Competition Events Calendar to plan competition entries for year Use SSP booking system to enter events Review children who have represented school in the past and ensure a wider range of children get involved by choosing events to attract children who have not taken part before Try to get every class to a sporting activity or festival. Sports week where every child is able to participate in a variety of intra sporting activities | | <p>More competitions were attended</p> <p>gymnastics competition had 3 age ranges</p> <p>Sports week was a great success. The children had fun and were very competitive wanting their house to win.</p> | <p>To actively take part in inter level 1 competitions.</p> <p>Place table of events/yearly calendar in the staff room to let staff now which competitions are happening so that this may encourage the staff/TAs to sign up and volunteer to support events and train the children to compete effectively.</p> <p>To let the staff, know which children will be out of class in advance.</p> | | | | |
| Review competitive opportunities for SEND children | <ul style="list-style-type: none"> Ensure SEND pupils are identified and supported to attend appropriate competitions | | <p>All SEND children have the opportunity to participate in clubs and teams</p> <p>SEND pupils participated in both extracurricular and represented the school at a competitions</p> | <p>PLT to monitor and record SEND children in Teams</p> <p>To increase % of SEND pupils attending SSP competitions</p> | | | | |
| Increase Level 1 competitive provision | <ul style="list-style-type: none"> Review current Level 1 provision and participation rates Plan a programme of Level 1 events to ensure ALL children in get the opportunity to access at least one competition across the year Engage with SSP annual school challenge | | <p>Level 1 competitions happened in sports week where the children competed in houses.</p> | <p>To continue to send the children out in sports week in so yr 3&4 go out together and Year 5&6 go out together this means the teachers / coaches can deliver Level 1 House competitions at the end of appropriate units of</p> | | | | |

| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and impact | Sustainability and suggested next steps | 19/20 | 20/21 | 21/22 | 22/23 |
|--|--|-------------------|--|---|-------|-------|-------|-------|
| | | | | work To continue with sports week | | | | |
| Book transport in advance to ensure no barriers to children attending competitions | <ul style="list-style-type: none"> Review SSP competitions calendar and book all transport at the beginning of the term for events we wish to attend | | Children attended several sporting festivals and competitions. The school hosted an OAA year 4 event which was a great success. | Next year to increase the inter competitions again | | | | |
| Leadership to extend Extra-Curricular & Competitions Offer | <ul style="list-style-type: none"> Change for Life Programme | | Year 2 child lead a multiskills club for the younger children under the observation of the specialist teacher. | To train Year 2 Ambassadors to work with the Reception children. | | | | |
| Extending Competition Offer | <ul style="list-style-type: none"> Children to take part in the appropriate SHAPES competitions – BEE, Inspire or excel Children to participate in competitions throughout sports week | | <ul style="list-style-type: none"> Children have participated in a wide variety of SHAPES competitions Children participated in competitions throughout sports week | To continue with both, Inter and Intra competitions next years. | | | | |
| Create Stronger Links to Community Clubs | <ul style="list-style-type: none"> Sports specific coaching programmes | | Creating pathways from school competition to community club participation Clubs in to talk to children in assembly. | To introduce club links back into school. Find out which clubs children go to. Put information of different clubs on the sports board. Actively seek club leaders that will come into school to talk to the children. | | | | |

30 Active Minutes Review 2021-22

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---|--|---|--|--|
| Reception | PE lesson minimum 30 mins active Action songs 15 mins Active playtime 15mins | Action songs 10 mins Active playtime 15mins | Action songs 10 mins Active playtime 15mins | Action songs 10 mins Active playtime 15mins | PE – lesson minimum 30 mins active Action songs 15 mins Active playtime 15mins |
| Year 1 | Active register/breaks in lessons – 5mins x 2 Smile a mile – 10 mins Active playtime 15mins | PE lesson minimum of 30 mins active Active playtime 15mins | Active register/breaks in lessons – 5mins x 2 Smile a mile – 10 mins Active playtime 15mins | Active register/breaks in lessons – Smile a mile – 10 mins Active playtime 15mins | PE lesson minimum of 30 mins active Active playtime 15mins |
| Year 2 | PE lesson minimum of 30 mins active Active playtime 15mins | Smile a mile – 10 mins Active playtime 15mins | Smile a mile – 10 mins Active playtime 15mins | PE lesson minimum of 30 mins active Active playtime 15mins | Active playtime 15mins |
| Year 3 e.g. | Freize yoga/ dance challenges 5-7 mins Active playtime 15mins | Freize yoga/ dance challenges 5-7 mins Active playtime 15mins | PE lesson minimum of 30 mins active Active playtime 15mins | Active starter/intro to maths 15 min Active playtime 15mins | PE lesson minimum of 30 mins active Active playtime 15mins |
| Year 4 | Active starter/intro to maths 10 min Supermovers Active playtime 15mins | PE lesson minimum of 30 mins active Active playtime 15mins | PE lesson minimum of 30 mins active Active playtime 15mins | Super movers 5-10mins Active playtime 15mins | Active starter/intro to maths 15 min Active playtime 15mins |
| Year 5 | Active playtime 15mins | Active playtime 15mins | PE lesson minimum of 30 mins active Active playtime 15mins | PE lesson minimum of 30 mins active Active playtime 15mins | Active playtime 15mins |
| Year 6 | PE lesson minimum of 30 mins active | Active playtime 15mins | PE lesson minimum of 30 mins active Active playtime 15mins | Active playtime 15mins | Active playtime 15mins |

Other active lessons are planned and carried out with each class, but it is not on a regular day.

Evidencing the impact of the PE and Sport Premium – Events & Competitions 2022/23

| Events / Competitions | Number of participants | | | Number of leaders | Number of staff | Parents / Volunteers | Event level * (level 1 / 2 / 3) | Year Group (s) | ABC teams | Links with clubs |
|-----------------------------------|------------------------|-------|-------|-------------------|-----------------|----------------------|------------------------------------|----------------|-----------|------------------|
| | Boys | Girls | Total | | | | | | | |
| Multi-skill intra competition KS1 | 43 | 45 | 88 | 16 | 7 | | 1 | Rec, 1,2 | | |
| Multi-skill intra competition KS1 | 43 | 45 | 88 | 20 | 7 | | 1 | Rec, 1,2 | | |
| 3km challenge | 43 | 45 | 88 | 10 | 7 | | | | | |
| Dodge ball | 51 | 56 | 107 | | 6 | | 1 | 3,4,5,6 | | |
| Rounders | 51 | 56 | 107 | | 6 | | 1 | 3,4,5,6 | | |
| Football | 51 | 56 | 107 | | 6 | | 1 | 3,4,5,6 | | |
| Cricket | 51 | 56 | 107 | | 6 | | 1 | 3,4,5,6 | | |
| KS1 sports day | 43 | 45 | 88 | 30 | 7 | | 1 | Rec, 1,2 | | |
| KS2 sports day | 43 | 56 | 107 | 30 | 6 | | 1 | 3,4,5,6 | | |
| Key stage gymnastics | | | | | | | 2 | | | |
| girls football | | 11 | 11 | | 2 | | 2 | 4,5,6 | | |
| basketball | 5 | 4 | 9 | | 1 | | 2 | 5,6 | | |
| OAA | 15 | 15 | 30 | | 3 | | 2 | 4 | | |
| transition athletics | 4 | 4 | 8 | | 1 | | 2 | 6 | | |