

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23 259 children on role - £2590	£16,000 + £2590
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18,590

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022. Please see note above	73%
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	60%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	89%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

## 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: 2022/23	Total fund allocated:	Date Updated:		
<b>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</b>			Percentage of total allocation:	
			8%	
Inte nt	Impleme ntation	Fundi ng alloca ted:	Impact	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<i>To increase physical activity at lunchtimes throughout the school.</i>	<i>Identify 10 children (sports leaders) who are good leaders and who would be able to lead small sided games. Children to then go on a course through Wider Curriculum to understand leadership skills and games and activities that can be completed in school. Planned in timetable to support the children working with younger children and their engagement at lunchtimes.</i>	<i>£1,100</i>	<i>Built on year 6 leadership skills and have had roles throughout school to support other children. Children at breaktimes have played different games to support them interacting and playing at lunchbreak.  Clear timetable has meant this has been consistent throughout the year.</i>	<i>Younger children have learnt games from the year 6 leaders, which they would be able to play to support their own breaks without the year 6s.  The year 6s have increased their social and leadership skills which has supported them this year but also skills to use for the future.</i>
<i>To allow the children to use specific equipment for playtimes to allow a broader range of activities at breaktime and increased physical activity.</i>	<i>Children to have set boxes with specific equipment that each key stage can use in specific areas of the playground</i>	<i>£300</i>	<i>Children have used a variety of equipment to support a range of games at lunch and breaktimes. Increasing their physical activity. At breaktimes we see football, basketball, netball games alongside skipping and climbing.</i>	<i>Equipment has been lost, misplaced across the year and this is down to children and adult responsibility. Next year to have more ownership for the lunchtime supervisors and have a clear meeting to check what equipment is being used and what should be where. JB has tried this year but due to timetabling has found it</i>

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				hard to keep an eye on boxes. Next year to look at equipment to be different to equipment used in school PE lessons and support the children in understanding the responsibility of having equipment.
At home bags s equipment that children can use to facilitate being active at home.	Identify items that children would like at home, things that they may not have s basketball, netball, bat and ball, skipping rope etc. Establish rules and class rules around home equipment.	£150	This has been bought to be started in 2023 Autumn term. The impact we hope is that children have access to practice skills at home that they may not be able to practice as they do not have equipment to use at home.	Need to see how sustainable this is. Will children loose equipment? Can teachers keep on top without it being another job for them to do? Will it have the desired impact, can the children record what they have achieved and share on showbie?
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 15%
<b>Inte nt</b>	<b>Impleme ntation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Fundi ng alloca ted:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase the number of children who can achieve 25m at the end of year 6.	Work with The Royal School to support maintaining swimming slots to support all year 3 and year 6 to swim. To use the funding to support Year 6 swimming booster lessons. JB to deliver all lessons this year to support assessment and progress of all children.	£2000	The percentage of children who could swim 25m at the end of year 3 was 9%. After a year of swimming we have been able to get 71% able to swim 25m and 89% competent in self-safe rescue. Last year was 55%.  We have also had a low percentage of year 3s able to swim, with having 2 teachers from school able to teach a swimming lesson it has allowed the children to progress and allow us as a school able to support more children.	We have a good relationship with The Royal School and will continue to use The Royal school to support with swimming. To allow us to have maximum impact we need to identify the people in school who can deliver swimming and timetable them in for swimming so that the adults that go swimming can have maximum impact.  We have been able to offer swimming lessons to year 5 due to the amount of year 6s able to complete the swimming distance. Which should have an impact on the number of children next year able to swim the required distance.
Increase teacher CPD in swimming	Mrs J Cox attended a swimming course in April, this has allowed her to deliver lessons.			

				Identify other adults to support and plan in qualified teachers to teach next year.
<i>linked to key indicator 1 too</i> <i>Outdoor Play equipment and lunchtimes</i>	<i>To buy equipment to support more active play and lunchtimes. So that the children have many more options rather than just football. Working with teachers, learning support and lunchtime staff to support how our outside is used.</i>	<i>£700</i>	<i>Children have had varied lunchtime activities. This has allowed the children to play different games and other children take up more physical activity, Increased physical activity and enjoyment of playtimes increased.</i>	<i>Next steps are to increase the opportunities and build on what has been done this year. Have set boxes for equipment kept stored and clearly labelled to support lunchtime and learning support staff. Add in scooters and a mud kitchen into our playtime offer with careful consideration of how this will affect overall areas. Encourage children to have wellies, coats and spare socks in school to support being out in all weather.</i>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				44%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your 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:
<i>Improving teacher confidence in delivery of PE and their understanding of the different areas of PE.</i>	<i>JB to work with all teachers to support their delivery of PE. This includes team teaching, CPD and planning support across all lessons.</i>	<i>£6000</i>	<i>Teachers have all taught PE this year. This is a change to previous years, some have had more support than others in terms of team teaching. Teachers are more aware of the curriculum and the expectations in PE. There have been some changes and not all teachers have been</i>	<i>JB to use a questionnaire to create targeted support for teachers who feel weaker in set areas of the curriculum. JB to then plan in across the year to try and work with all teachers to support their weaker areas. This may impact timetabling but overall will give teachers more</i>

			able to have as much support but the confidence in teachers planning and delivering has improved.	support.
Completion of Level 5 PE specialism course	To complete the course, to support the development across the whole school. JB to have time set aside to support her to complete the course and tasks.	£1200	The course runs from April 2023 to September 2023. Although not yet completed has allowed JB to reflect on current curriculum, gain staff opinions and develop ideas across school. Although not all implemented yet, plans in place to support the development of the curriculum.	JB to identify next steps: <ul style="list-style-type: none"> <li>- Teacher CPD</li> <li>- Changes to curriculum in Year 3 to support game skills development.</li> </ul> Overall impact of curriculum Personal/Social s Competition s Performance
To improve planning and assessment access and identify how to capture the children's learning	This is the first year of using the PE Passport. The PE passport allows us to upload planning/ use planning from the PE passport. This allows us to track children's engagement and allow them to support their development.	£800	Teachers have had easy access to the PE Passport and they have been able to track progress and assess children. We have worked on recording pictures and videos of the children. However have found to be more beneficial using showbie for this record. The use of ease for planning and identifying children activity levels have been very good.	Next steps to have a clear plan of how to use the PE Passport s work with the PE Passport team to support the use for mixed classes, as this has been a stumbling block with assessment.
Coaches in school to support children and teachers.	Booked in Chance to Shine and a LTA coach to support lessons. This supported staff gaining knowledge on how to lead sessions from another professional creating CPD for them.	£250 s LTA paid for as part of initiative	Children built new relationships with coaches and school made links with the coaches to support next year's after school clubs. Teacher's increased their knowledge of tennis and cricket to support their understanding of how to model set skills.	Booked in Emily White to coach tennis to extend our extra-curricular provision, also looking at how Chance to shine can support with equipment.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:

				18%
Intent	Implementation		Imp act	
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:
<i>Have a range of extra-curricular offer for all children to access for free</i>	<i>Engage teachers as well as outside agencies to support delivery. The use of Wolves Foundation to support 2 clubs a week.</i>	<i>£2400</i>	<i>Children have had a range of clubs this year, we have had on offer 25 clubs for reception to year 6. This has meant 63 children have attended 1 club. 79 children have attended 2 clubs. 34 children have attended 3 clubs 45 SEN and 55 PP</i>	<i>Teachers understand that they are responsible for a 6 week club to enhance the children's broader curriculum. Wolves to be continued to be used. Emily White offering a tennis club each term for different age groups. Look for a dance club to broaden offer.</i>
<i>Equipment to support different areas of the playground s. games area, basketball, penalty shoot out</i>	<i>Reduce playtime incidents so that children have set areas and activities to do that support their development.</i>	<i>£500</i>	<i>Children have used lots of different areas of the playground. Children are playing different games and know rules of different games to play. This has been supported by the equipment.</i>	<i>Equipment has been lost and damaged, which is inevitable across the year but children and staff do need to take more responsibility for this to reduce the stores in PE equipment.</i>



More children to attend outdoor adventurous activity trips.	Various outdoor adventurous activity trips mapped out across the different year groups: Kingswood s. Year 2, Towers Year 5 and 6 and Paddle boarding	£450	To allow children to experience activities that they may not get to experience in their home environment. For children to take risk and challenge themselves and give themselves confidence in what they can achieve.	Think about who has attended and who hasn't in previous years to support how we can get a higher percentage of children attending Towers trip as last Year 6 trip. Plan in Chelmarsh again to support swimming achievements and self-rescue.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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:
To support travel to sporting events	Minibus use, two minibuses which supports with travel to fixtures and trips out such as Towers, Kingswood and Chelmarsh supping. Money towards people driving minibus and maintaining having two minibuses.	£2500	The impact is that it is easier to attend events and arrange trips cheaper. This allows parents/ children to access at a lower price of residential and day trips.	Continue to use the minibuses to attend trips and support more events. Look at local trips where we may be able to attend within our locality which can extend the children's broad activities. OAA orienteering outside school environment? Crazy golf?

<p>To restock kit levels so that everyone can represent our school in school kit. Increase the sizing so that the kit can fit more body types.</p>	<p>Identify what needs to be ordered, what missing numbers there are and where the original kit came from.</p>	<p>£150</p>	<p>Everyone feels included and that everyone is just as equal and feels part of the school team.</p>	<p>Continue to track carefully who has what kit. Children to wash and return kit and have sign out and sign in system to know who has what.</p>
<p>Children to have a range of School Sport Experiences through inter-competition</p>	<p>Children have competed in football, netball, athletics and hockey tournaments this year. To support had to buy shinpads, socks and goal keeping gloves to allow them to access.</p>	<p>£100</p>	<p>We have introduced a girls' football team this has allowed more girls to compete in more sporting competitions and has given them confidence.</p>	<p>Use a member of staff to support with the girls' football team to grow the game in our school. Look at training a member of staff to referee to support the games taking place and make more sustainable. We will receive a primary stars kit to support a girls only kit in the spring term to enhance the profile.  We have competed in more competitions, however do want to enter cricket and athletics in summer term s this needs to be planned in better around other events in school.</p>

## Action Plan 2022 s 2023 Review

Key Indicator	Intent	Achievements
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<p><b>Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer Guide lines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b></p>	<ul style="list-style-type: none"> <li>- To maintain the numbers walking to school and increase the access to cycle to school</li> <li>- To have designated areas and activities available at break and lunchtimes to support more physical activity.</li> <li>- To improve pupil voice in how to support more physical activity</li> </ul>	<ul style="list-style-type: none"> <li>- New sports leaders trained and plan implemented. Children have been active across school and have worked well with all KS1 children. They have also supported sports days.</li> <li>- Walk to school week and tracking all year round of active travel, use the eco-warriors to promote active travel and walking/cycling to school. With the support of Mrs Dudfield she has tracked and promoted the walk to school through her eco-warrior meetings.</li> <li>- Bikeability is an offer by the council, we will look again next year to try and book it in earlier as there are many more children coming to school on bike.</li> <li>- The balance bikes have been used a lot more in EYFS and the children understand how to be safe and competent in using them.</li> <li>- There has been a big focus on playtimes and we have increased the engagement outside, this has enabled children to be active consistently.</li> </ul>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b> SIP: Children to be able to swim 25m by the end of year 6</p>	<ul style="list-style-type: none"> <li>- Build on the amount of sporting events attended from 2021- 2022</li> <li>- Increase the involvement of the sports leaders and house captains in the house competitions.</li> <li>- Continue to improve School Swimming Levels with year 6 booster lessons</li> <li>- Create links with the community by completing assemblies, local companies delivering extra-curricular, identifying local clubs that children can join outside of school</li> </ul>	<ul style="list-style-type: none"> <li>- JB has tried to avoid clashes with sporting events and trips, however sometimes has been unavoidable especially in the summer term due to trips being booked before the sports fixture calendar was released. However the children competed in football, netball, athletics and hockey this year.</li> <li>- Continued to house competitions but feel this needs to be raised in profile again due to teachers taking over more lessons.</li> <li>- We have had lots of after school clubs this year with 25 clubs available for many children in all the different age groups across school. I have used the PE passport to see children’s attendance and how many clubs they have managed to attend.</li> <li>- We have engaged with chance to shine and promoted spring vale cricket club along side working with Emily White a tennis coach. She is going to add to our Extra-curricular offer next year.</li> <li>- We have used the Royal school, trained another learning support to teach swimming which has had an impact on overall swimming numbers over 70% can swim 25m and 89% can complete a self-rescue when leaving year 6 this is the highest number we have had.</li> <li>- Due to Year 6s being able to swim the required distance we were able to offer swimming to the Year 5s as booster to allow them to also progress with their swimming.</li> </ul>
<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<ul style="list-style-type: none"> <li>- Increase teachers CPD: Swimming</li> <li>- Team teaching across all areas of the PE curriculum with different teachers from the previous year</li> <li>- Teacher and Learning support CPD</li> <li>- PE lead to improve connections with other schools to support Lanesfield</li> </ul>	<ul style="list-style-type: none"> <li>- Jordan Cox attended swimming course has impacted our lowest year 3s so we can have more swimming groups with smaller numbers.</li> <li>- Due to changes in timetable, teachers haven’t been able to team teach as much. However more teachers are delivering PE and JB will work on a plan for 23 -24 to make the most of how she can support each teacher.</li> <li>- JB has emailed other schools in the area to support the curriculum and playtimes, however still feels this is an action to look into.</li> </ul>

	curriculum and own knowledge	
<b>Key indicator 4:</b> <b>Broader experience of a range of sports and activities offered to all pupils</b>	<ul style="list-style-type: none"> <li>- To access a range of OAA trips throughout school</li> <li>- To offer a range of extra-curricular activities that are not only sports but target other areas targeting healthy lifestyles</li> <li>- To work with outside agencies: Chance to Shine and Wolves to support extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>- Children this year have attended Kingswood, Chelmarsh and Towers all Outdoor adventurous sites. This has enabled the children to have a go at a lot of different activities outside of the PE Curriculum.</li> <li>- Clubs were all planned in and we offered many different sports clubs with the use of teachers and Wolves coaches. We also targeted girls only clubs to increase the percentage of girls attending after school clubs.</li> <li>- Continued to work with Wolves, Chance to Shine and LTA to support outside agencies coming into school to extend the offer to the children.</li> </ul>
<b>Key Indicator 5:</b> <b>Increased participation in competitive sport</b>	<ul style="list-style-type: none"> <li>- Increase range of sports competitions</li> <li>- Increase Inclusive event participation</li> <li>- Identify competitions in the calendar and work with all teachers to support competitions outside of school</li> </ul>	<ul style="list-style-type: none"> <li>- We have had a girls football team this year for the first time. We are hoping to continue this and use teacher support to keep the momentum going.</li> <li>- Timtabling has been a change due to JB's role changing however there are more staff interested in supporting the teams and clubs.</li> </ul>



# Action Plan 2023 - 2024

Key Indicator	Intent	Implementation
<p><i>Key Indicator 1: The engagement of all pupils in regular physical activity s Chief Medical Officer Guide lines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</i></p>	<ul style="list-style-type: none"> <li>- To maintain the numbers walking to school and increase the access to scooter and cycle to school</li> <li>- To have designated areas and activities available at break and lunchtimes to support more physical activity s scooter area and mud kitchen</li> <li>- Sports leaders and house captains to have a bigger impact across school</li> </ul>	<ul style="list-style-type: none"> <li>- New sports leaders trained and plan implemented how they can support lunchtime activities with KS1</li> <li>- Create a designated scooter area and mud kitchen. Work with lunchtime supervisors to support active playtimes and reduce wet play using all the school facilities at break and lunchtimes.</li> <li>- Continue to track how active the children are when coming to school. Invest in more scooter pods and bike store to support more children being able to store bikes.</li> <li>- Identify training for bikeability earlier in the year to support the children in travelling safely to school on bike.</li> <li>- Think about the use of bikes and trikes in EYFS curriculum to support core movement and these children coming to school with scooters and bikes.</li> </ul>
<p><i>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</i> SIP: Children to be able to swim 25m by the end of year 6</p>	<ul style="list-style-type: none"> <li>- Build on the amount of sporting events attended from 2022 - 2023</li> <li>- Continue to improve School Swimming Levels with year 6/5 booster lessons</li> <li>- Create links with the community by completing assemblies, local companies delivering extra-curricular, identifying local clubs that children can join outside of school</li> </ul>	<ul style="list-style-type: none"> <li>- JB to identify events that we want to attend and put in the diary from the beginning of the year to avoid clashes with trips and other events in school</li> <li>- JB to organise a range of house competitions and include sports leaders</li> <li>- Create a website page with useful links of local clubs in the area, ask if local clubs can come in and deliver sessions of different activities to support engagement outside of school</li> <li>- Continue to have the same or more clubs available, work on attendance of clubs so children are frequently attending as an expectation</li> <li>- Use the PE Passport to complete registers for clubs</li> <li>- Continue to use The Royal and identify the teachers who can deliver swimming in school to support the delivery of swimming to reduce costs for the school. TCC, JB, JC &amp; HC are swimming teachers</li> <li>- Identify if there are others that could attend a swimming instructor course.</li> <li>- Use PE Premium to book children onto holiday swimming courses who are not able to swim 25m</li> </ul>

<p><i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p>	<ul style="list-style-type: none"> <li>- Team teaching with members of staff</li> <li>- Teacher and Learning support CPD</li> <li>- Targeted support for specific teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Use staff questionnaire to identify areas teachers need support with in terms of team teaching.</li> <li>- Identify if there are any whole school CPD that can be completed.</li> <li>- Use the AfPE qualification to improve the year 3 curriculum, alongside using knowledge organisers to support development of language and skills around PE.</li> </ul>
<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p>	<ul style="list-style-type: none"> <li>- To access a range of OAA trips throughout school</li> <li>- To offer a range of extra-curricular activities that are not only sports but target other areas targeting healthy lifestyles</li> <li>- To work with outside agencies: Chance to Shine, LTA and Wolves to support extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to plan Kingswood, Chelmarsh and identify if there are other opportunities that children can access to support OAA</li> <li>- Plan in the clubs from September 2023 where the teachers will deliver a club at least one per term aligning with school competitions so children can complete the club then represent the school so they are prepared for that activity</li> <li>- To continue to work with outside partners to support the delivery of the curriculum and support teachers with CPD</li> </ul>
<p><i>Key Indicator 5: Increased participation in competitive sport</i></p>	<ul style="list-style-type: none"> <li>- Increase range of sports competitions</li> <li>- Identify competitions in the calendar and work with all teachers to support competitions outside of school</li> </ul>	<ul style="list-style-type: none"> <li>- Identify when the sporting events are happening and put them in the calendar from the beginning of the year</li> <li>- Discuss how we can support taking children home and also creating opportunities for competitions</li> <li>- Identify how timetabling can allow for daytime competitions to support more access and opportunities</li> <li>- Ask teachers who are delivering a club to support for that sporting event that comes up creating a team of teachers for the sports competitions.</li> </ul>