

SPORTS PREMIUM – CLEVES SCHOOL 2021/2022 (UPDATED WITH IMPACT JULY 2022)

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Awarded Platinum School Games Mark – 2017/18 to 2021/22 and again July 2022 • Increased number of pupils representing the school in competitive competition from 210 (2015/16) to 303 (2016/17) to 397 (2017/18) to 625 (2018/19). Prior to pandemic and the creation of the WWHSP partnership, we were on track to have all 720 representing the school at least once. • In 2018/19, 605 pupils regularly attended an extra-curricular sports club. In 2019/20 we looked on track to increase this figure prior to lockdown. • Significant lunchtime and afterschool sports extracurricular club program in place as part of our COVID recovery plan • Embedded intrahouse competition, enabling every pupil to participate in a range of competitive sports every half term. • Strong partnerships in place with local schools with regular festival style approach to competitions in place. Development of WWHSP (Walton, Weybridge and Hersham Sports Partnership) led by Cleves. • More able pupils take part in a leadership program, providing stretch/challenge. • The introduction of Mini-Olympics for lower school has seen most classes represent the school in a local community competition, as a class based team. • Our footballers have been National Champions twice in the last five years and have played at Wembley on both occasions. In others sports, we regularly triumph at a local level and compete strongly in county and regional finals. • Continued to target and engage all pupils, including the most reluctant, to participate in a range of extracurricular sports and activities. • Learn to lead program fully implemented in 2017/18 and now embedded • Outstanding facilities and highly committed staff ensure outstanding PE provision. • A team approach to the leadership of PE in the school means that there is greater capacity and key roles and responsibilities are distributed. • A sports crew is in place who help run competitions, run activity sessions for younger pupils at lunchtimes and contribute to the design of the PE curriculum at Cleves. This is now broadening out to more pupils. • A commitment that our teaching staff will be the ones teaching PE at Cleves. As a result, regular CPD opportunities are offered to all staff including lunchtime supervisors. The teachers are supported by an employed Sports Coach who 	<ul style="list-style-type: none"> • To ensure that a full curriculum is now delivered in each year group following the easing of restrictions • Relaunch the Walton, Weybridge and Hersham Sports Partnership (WWHSP) to increase participation across the local area, utilising a range of excellent resources and expertise. Cleves to continue to take the lead on this. • Maintain and, if possible, further increase the already high numbers of pupils participating in active clubs/sport. Improve range of provision and activities on offer. Aim for 100% of pupils attending extra-curricular activities throughout the year. • Continue to target those that are less active and expand the range of lunchtime extra-curricular clubs that are offered. • Aim to involve all 720 pupils in festivals/competitions against other schools through careful tracking. • Embed the use of REAL PE across the lower school, with all staff to undertake training. • To consider competition formats to ensure all pupils are engaged. Reference the YST document and virtual competitions offered by Active Surrey • Continue to develop a hub of expertise in athletics • To further develop the team approach to the leadership of PE across the school in order to add extra capacity and spread expertise as well as support other local schools. • To continue to develop pupil leadership opportunities through links with other schools, if possible. • Continue to investigate active classrooms and opportunities for further physical activity throughout the school day.

<p>models lessons, provides support for the less able pupils and challenge for our better performers</p> <ul style="list-style-type: none"> • The recent purchase of the mini bus (not using Sports Premium money) has continued to allow more children now have the opportunity to represent the school in festivals and competitions. • The development of the mountain bike track at Cleves, giving access to all pupils as part of the curriculum and extra curriculum offer. • The regular use of portable floodlights, funded by the PTA, has allowed sports to continue outside into the winter months. • The introduction of Real PE to the PE curriculum for lower school has targeted the skills based approach to sport and games. During COVID, this was temporarily extended to the upper school to allow full provision to continue. • Curriculum is carefully planned to ensure there is a clearly defined progression of skills and knowledge from years 3 – 6. Pupils learn fundamental coordination and movement skills and then apply these to actual sports where tactical and strategic awareness are then an important part of the curriculum • Active 30:30 and personal challenge areas of the taught curriculum are embedded into the whole school timetable to ensure further time is spent being active. This has allowed for extra healthy competition. All pupils receive 2 ½ hours of PE every week as the core offer. • Wellbeing Award – December 2020 	
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Meeting national curriculum requirements for swimming and water safety (Year 6 – 2021/22)	
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?	81%
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?	81%
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?	81%
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

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 students today and for the future.

Academic Year: 2021/22	Total fund allocated: £23,200	Date Updated: July 2022		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>As part of our recovery plan, further increase the number of pupils engaged in regular physical activity – including the most reluctant to do so.</p> <p>To focus on those pupils are the least active during periods of lockdown or restrictions</p>	<p>Continue to run, introduce and embed a range of lunchtime clubs, which are funded through the Sports Premium grant, targeting those who are least active. These are provided by school staff, external coaches and clubs. These include:</p> <ul style="list-style-type: none"> • Change4Life • Physifun • Walton Cricket Club • Basketball • Yoga • Mountain Biking <p>Continue to run a wide range of extra-curricular clubs offered by school staff including football, hockey, rugby, trampolining, running club, netball, mountain biking, badminton and dodgeball.</p>	<p>£4000 to cover the cost of the clubs <i>(additional school funds will be used to cover additional costs)</i></p>	<p>621 pupils have attended at least one extra curricular sports club during this academic year.</p> <p>238 pupils have attended more than one club.</p> <p>All targeted pupils identified have attended clubs on a weekly basis. This has included:</p> <ul style="list-style-type: none"> • Change4Life • Physifun • Basketball • Yoga • Mountain Biking • Dodgeball • Unihoc • Athletics • Cricket • Football • Netball • Badminton 	<p>During the next academic year, we will look to further broaden our range of lunchtime and after school clubs.</p> <p>We will continue to track and record attendance at all extra-curricular clubs and target individuals/groups (e.g. girls) accordingly.</p>

			<p>This year we have had a focus on girls and have offered some 'girls only' clubs as pupil voice has indicated that they are sometimes reluctant to join clubs because they feel boys will dominate.</p> <p>The girls only cricket and dodgeball clubs have been really well attended and this is something we may consider in the future. We are already in discussions about offering a girl's rugby club at lunchtimes for next year.</p> <p>The award of the Platinum School Games Award in June 2022 recognizes the outstanding provision that is in place.</p>	
<p>To use benchmark data from the previous year to target and improve physical activity levels.</p> <p>To carefully track the numbers of pupils attending extra-curricular clubs and competitions.</p>	<p>Utilising SIMs, set up marksheets which record attendance to all extra-curricular clubs.</p> <p>Use this to then target less active.</p> <p>Through the WWHSP partnership, ensure all pupils have the opportunity to take part in competitions.</p> <p>Using the YST membership resource, consider the reframing competition document - https://www.yourschoolgames.com/reframing-competition/</p>	£0	<p>SIMs has been used effectively to track and target attendance at extra-curricular clubs.</p> <p>621 pupils have attended at least one extra curricular sports club during this academic year.</p> <p>238 pupils have attended more than one club.</p> <p>598 pupils have represented the school in a sports festival/competition this year and</p>	<p>In the 2022/23 academic year, we plan to fully implement our competition framework, ensuring all 720 pupils have the opportunity to represent the school at the appropriate level for them utilising our 'inspire', 'aspire' and 'higher' approach.</p> <p>We will continue to utilise the YST resources to ensure that the type of competition is closely matched to the needs</p>

<p>As part of the recovery plan, increase the range of festivals and competitions offered, especially to lower KS2</p>	<p>Utilise team-based approach to PE coordination to maximise number of staff able to help with competition offer. Relaunch half-termly mini Olympics competition for years 3/4, which includes inviting other schools to participate.</p> <p>Relaunch the WWHSP partnership with local schools to enable regular festival style competitions.</p> <p>Involve the sports crew and other children in leading on these competitions.</p> <p>Some of the funding will be used to release staff to attend these competitions/festivals</p> <p>Using the YST membership resource, consider the reframing competition document - https://www.yourschoolgames.com/reframing-competition/</p>	<p>£3150 for supply release and equipment</p>	<p>186 have done this more than once.</p> <p>The WWHSP partnership has been fundamental in ensuring these figures are so high.</p> <p>As a result all pupils in Year 4 have represented the school in sport and the majority of Year 3 have despite the restrictions in the autumn term</p> <p>The sports crew have played an active role in leading and shaping these competitions.</p> <p>The team approach to the coordination of PE has again worked well and was recently recognised by Ofsted as highly effective practice.</p>	<p>and desires of the pupils.</p>
<p>To fully relaunch the Active 30:30 sessions as a fundamental part of the curriculum; a thirty minute weekly session focused on Personal Challenge to all pupils.</p> <p>To use the Active 30:30 sessions as a way of organizing a whole school intrahouse competition.</p>	<p>Dedicated slot on the timetable outside of the 2 hours of PE</p> <p>Continued training of staff</p> <p>Purchase of equipment to allow teaching of these sessions/opportunities</p> <p>Monitoring through pupil voice the impact</p> <p>Involve the sports crew in planning and developing the termly challenges</p> <p>Also, look to utilise the PALSS resources from Active Surrey.</p>	<p>£500 for equipment and release for training.</p>	<p>Active 30:30 has continued to be a fundamental part of our curriculum this year. The importance of regular physical activity was a priority during the lockdown period and upon the children returning.</p> <p>The sports crew have played a fundamental role in designing and reviewing these activities.</p> <p>Pupil voice indicates that pupils like these sessions and they can clearly articulate the benefits they</p>	<p>Active 30:30 to continue to be timetabled into the curriculum next year with Sports Crew playing an active role in monitoring and shaping the activities that make up these sessions.</p>

			offer. As we have returned to regular interhouse competitions this year, we decided not to make the Active 30:30 sessions part of this and instead concentrate on the personal best emphasis	
To employ a sports coach/mentor to support staff in delivering high quality PE provision across all year groups.	<p>Within games lessons, additional support will be offered to the less able and least active individuals with a focus on raising fitness levels and basic coordination skills</p> <p>This will extend to after school where additional support will be given to those children attending our after school care club as well as running extra curricular clubs such as mountain biking and basketball</p> <p>To organise interschool competitions for our pupils and others within the WWHSP partnership</p>	<p>£8,000</p> <p><i>(additional school funding will also contribute towards the salary of this individual)</i></p>	<p>Our sports coach/mentor continues to play an important role in the delivery of high quality PE provision this year.</p> <p>Our sports coach has closely supported the delivery of the PE curriculum. This has included supporting less able and stretching more able pupils within lessons, modelling the REAL PE approach to less confident staff, coordinating and leading on the mountain bike sessions for all pupils across the school and running a significant number of lunchtime and after school extra-curricular clubs.</p> <p>He also worked alongside the PE coordinator and deputy head teacher to run a sports day to all pupils and prepare and train pupils for competitions that the school entered.</p>	<p>With restrictions now fully lifted, we plan to fully relaunch the WWHSP partnership work, therefore providing all 720 pupils with a range of physical and competitive opportunities. This will range from PhysiFun festivals for the less able/less motivated pupils to more higher events and competitions for our able performers. This will include leadership opportunities for all pupils. Our sports coach will continue to lead on this as well as continued support in delivering a high quality PE curriculum for all pupils.</p>

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To fully relaunch the Active 30:30 sessions as a fundamental part of the curriculum; a thirty minute weekly session focused on Personal Challenge to all pupils.</p> <p>To use the Active 30:30 sessions as a way of organizing a whole school intrahouse competition.</p>	<p>See detail in indicator 1 for more details</p>	<p>As above detailed in indicator 1</p>	<p>As detailed and explained above</p>	<p>As detailed and explained above</p>
<p>As part of our recovery plan, continue to have a whole school strategic focus on health and well-being of all our pupils. This is one of the school's strategic priorities</p> <p>To continue to develop the Well-Being action plan and 'Change Team' following successfully being awarded the Wellbeing Award in December 2020.</p>	<p>The schools' travel coordinator is also a member of the PE team and promotes active ways of travelling to and from school. This is high profile and is regularly communicated through twitter and newsletters to the school community.</p> <p>Undertake the PASS survey seeking views from all pupils across the school and then acting on the feedback given.</p> <p>There is strong emphasis and commitment to outdoor learning. All staff are trained to deliver this and sessions take place for all pupils on a half termly basis.</p> <p>CPD opportunities are provided to all staff on well-being and this is a strong priority on</p>	<p>£700 <i>(additional school funding will be used as this is an area of high focus this academic year)</i></p>	<p>Travel plan continues to be prolific within the school with regular whole school initiatives (walk to school, cycling) Pedestrian training offered to all pupils in Years 3/4. Our work has been shared with other schools in Surrey</p> <p>Yoga offered to all pupils as part of the offered curriculum and part of the targeted extra-curricular offer.</p> <p>Wellbeing and healthy lifestyles is a strategic priority for trustees and runs through all areas of the SDP. Sport considered a key</p>	<p>This will continue to be a strategic priority for the school next year and will therefore be a significant strand within our SDP</p>

	<p>the school development plan and Trustee's strategic aims.</p> <p>Continue to embed the 'Change Team' focusing on the mental health and well-being of all pupils and staff. Hold a number of awareness days, embed curriculum content and have regular articles in the weekly newsletter</p>		<p>driver for this.</p> <p>Health and wellbeing taught through comprehensive PSHE curriculum as well through other subjects.</p> <p>PASS survey completed twice annually – focus on groups is underway. Overall results indicate pupils have an excellent attitude to school and learning.</p> <p>Ofsted recognised and were extremely impressed with the provision we have in place for all pupils – see report.</p>	
Relaunch the 'Learn to Lead' program across the whole school to give all pupils leadership opportunities	Following it's success prior to the pandemic, the Learn to Lead initiative will be relaunched this year. Our dedicated sports coach/mentor will continue to support in PE/Games lessons preparing and coaching pupils so that they can lead on part of a lesson. (warm up, officiating, skills etc.)	£500 for equipment and release	All year 6 pupils have had the opportunity to lead a session in small groups, led and prepared by our sports coach. Pupil voice has indicated that this has been beneficial.	To undertake a similar approach next year with the aim of extending the program to Year 5 pupils as well.
To provide training in the REAL PE approach for all staff members	<p>Whole school INSET provided by REAL PE, approach implemented throughout the school during the restriction and a fundamental part of the year 3/4 curriculum</p> <p>This will include</p> <ul style="list-style-type: none"> • Demonstration lessons • Twilight training • Paired teaching • Sharing of expertise and planning 	£900 including supply costs	<p>REAL PE training provided to all staff in November 2021. This was well received and observations of lessons demonstrated that the training had significant impact on practice.</p> <p>The REAL PE approach is now embedded into the lower school curriculum and there is a shared</p>	<p>Continue to monitor the implementation in the curriculum and offer support to new members of staff.</p> <p>Share best practice with partner schools.</p>

			understanding of the benefits	
To employ a sports coach/mentor to support staff in delivering high quality PE provision across all year groups.	As above detailed in indicator 1 Coach/mentor to provide additional support during Games sessions. This to include targeted support of the less able/active pupils as well as stretching and challenge the more able through leadership opportunities. This could also include preparation for forthcoming tournaments and festivals.	As above detailed in indicator 1	As detailed and explained above	As detailed and explained above

To relaunch the role of the Sports Crew and Sports Leaders through face to face training.	Provide training to Sports Crew through Active Surrey Fully involve this group of pupils in the organising and running of competitions both inter and intra house Involve them in the planning and delivery of the half termly Mini Olympics competition Involve them in the planning and delivery of the weekly Active 30:30 sessions Sports crew to restart running lunch time activity sessions for pupils in year 3/4 Sports Crew to share and disseminate their work and expertise to local schools as part of the WWHSP partnership.	£400 (<i>training and equipment</i>)	Training provided to all 30 Year 6 sports crew by Active Surrey This group have been fully involved in various aspects of our provision including: <ul style="list-style-type: none"> • Running and officiating competitions and festivals for younger pupils as part of the WWHSP offer. • Being involved in the planning and delivery of the Active 30:30 sessions • Running lunch time sessions every day on the playground for years 3/4 • Supporting at feeder school sports day • Regular pupil voice – feeding back on their view of the curriculum 	To train a new group of 30 year 6 pupils next year. Investigate the possibility of our Year 6 Sports Crew training up Year 2 children to be sports crew members in their schools – this would start with our feeder schools in the first instance.
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<p>To continue a whole school study to determine whether there is a link between levels of physical activity and rates of academic progress.</p>	<p>Using the YST resource, investigate whether levels of physical activity affect rates of academic progress.</p> <p>Use SIMs to record the data</p> <p>Present findings to SLT, Trustees and WWHSP schools for further consideration.</p>	<p>£0</p>	<p>This will be undertaken in the autumn term once all end of academic year data has been analysed and processed.</p> <p>The findings will then be presented to trustees and WWHSP schools for consideration.</p>	<p>To continue to the study in the next academic year to build up a more reliable data set.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To create a plan for CPD across the whole school to further improve outcomes for pupils.</p> <p>To provide training in the REAL PE approach for all staff members</p>	<p>Whole school INSET provided by REAL PE, approach implemented throughout the school, in particular during times when resource sharing and contact sports are difficult.</p> <p>This will include</p> <ul style="list-style-type: none"> • Demonstration lessons • Twilight training • Paired teaching <p>Provide peer to peer support with the implementation of REAL PE across Years 3/4 with those more confident colleagues supporting others through team teaching and modeling lessons.</p>	<p>£900 (REAL PE) as accounted above</p> <p>£1200 Other</p>	<p>REAL PE – as detailed and explained above</p> <p>Two members of staff have completed their level 2 British Athletics Coaching award. This has further developed the expertise and local leadership work within the WWHSP partnership.</p> <p>Members of the PE team along with the sports coach have regularly supported staff with the delivery of the REAL PE curriculum. This has included demonstration and paired teaching.</p> <p>ECTs have been particularly supported and this was recognised by Ofsted in July 2022.</p> <p>The impact is consistent high quality teaching and learning across all year groups – demonstrated through monitoring</p>	<p>REAL PE – as detailed and explained above</p>

<p>To take part and engage with the FA and YST initiative around girls football (inspired by Disney)</p>	<p>Staff member to attend the training and then disseminate knowledge and resource to the rest of the school</p> <p>Ensure girls have equal access to football in the curriculum and break and lunch and in extracurricular activities. Actively promote the sport in school and through parent communication</p>	<p>£0</p>	<p>Girl's football is now high profile across the school. We have a high uptake in all year groups demonstrated by the recent Euro 2022 festival where over 120 girls too part.</p> <p>Girls in all year groups have represented the school in football festivals against local schools and attendance is high at lunchtime clubs</p> <p>The 'girls only day' on the MUGA is popular and provides girls a further opportunity to play football</p>	<p>Continue to promote girl's football together with other sports which historically have been dominated by boys.</p> <p>Further investigate a possible link with a local girls' rugby club and see if a lunchtime club can be set up to attract girls to the game.</p>
<p>To employ a sports coach/mentor to support staff in delivering high quality PE provision across all year groups.</p>	<p>As above</p> <p>Coach/mentor to provide additional support during Games sessions. This to include targeted support of the less able/active pupils as well as stretching and challenge the more able through leadership opportunities. This could also include preparation for forthcoming tournaments and festivals, including virtual competitions</p>	<p>As above detailed in indicator 1/2</p>	<p>As detailed and explained above</p>	<p>As detailed and explained above</p>
<p>To purchase a range of resources and equipment to support the high quality teaching of PE across the school.</p>	<p>Purchase equipment as required in order to teach a full curriculum.</p>	<p>£2000</p>	<p>The purchases this year have replaced previously worn out equipment with new.</p> <p>We have purchased a set of Pop lacrosse equipment to allow this to be part of the curriculum in year 5.</p> <p>This summer an astro turf cricket</p>	<p>Make full use of the new cricket strip</p> <p>Investigate purchasing additional sportshall athletics equipment to replace worn out resources</p> <p>Continue to replace old for</p>

			strip will be installed on the school field to allow us to host cricket fixtures and provide a high quality resource for teaching and learning	new where appropriate – balls etc. Continue to explore opportunities for an astro turf football/hockey pitch. This includes investigating possible funding streams
To develop a team approach to the leadership of PE across the school	Identify at least one member from each year team. Meet half termly to review action plan. Team members to disseminate information back to their year group.	£0	The team approach to the leading of PE has once again been particularly beneficial this year and was recognised by Ofsted – July 2022 Information can be easily shared as there is a team member in each year group Team teaching and demonstration lessons have still take place as a PE lead has been evident in each bubble	Continue with this approach in the next academic year

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure all pupils have an opportunity to participate in a wide range of sports and activities, with the right equipment and training</p> <p>This includes continuing to explore possibilities of introducing activities such as ultimate Frisbee, fencing, archery and Panathlon.</p>	<p>As above, specified in key indicator 1</p> <p>Purchase equipment to allow a range of sports and activities to take place</p>	<p>As above indicated in indicator 1</p>	<p>In this academic year, 598 children have represented the schools in either a competition or festival against another school. 186 children have represented the school more than once.</p> <p>Considering the disruption and restrictions in place during the autumn term, this is something we are really proud of.</p> <p>As well as the traditional sports of football, rugby, cricket and athletics our children have also taken part in ultimate frisbee, pop lacrosse, panathlon and physifun festivals. We have a commitment to providing competitive opportunities which are appropriate to all of our children</p> <p>Click here for more information on the WWHSP Partnership work to find out about the other competitions entered.</p>	<p>In 2022/23 we aim that all children will represent the school in sport and that we will continue to investigate different opportunities for our children. These could include a greater emphasis on swimming and gymnastics as well as less traditional sports such as fencing and archery.</p>
<p>Continue to investigate opportunities for athletes, famous sports men/women to talk about psychology/approach to sport, preparation before games.</p>	<p>Invite relevant people in as opportunities arise.</p>	<p>£1000</p>	<p>This has not been possible this academic year but through our partnership work with ACS Cobham is it hopefully something we will be able to continue with in 2022/23</p>	<p>To be targeted in the 2022/23 academic year</p>

<p>As part of the WWHSP partnership, offer masterclass sessions in a range of sports for our more able athletes.</p>	<p>Agree dates with partner schools to host and run masterclass workshops focusing on a range of sports and leadership.</p>	<p>£650</p>	<p>Athletics Club and Running Club has continued to grow and develop this year. We now have over 60 'more able' children from Cleves and 4 other local schools attending weekly sessions. The staff members running the club have recently acquired their level 2 British Athletics Coaching license.</p> <p>This provision has resulted in the athletics attending performing extremely well in the local cross country and athletics league. It has also resulted in positive feedback and comments from a number of teachers/parents from local schools as well as those from Cleves.</p>	<p>Continue with this offer and consider broadening to other sports – liaise with WWHSP schools to determine the demand.</p>
<p>To further develop links with approved external organisations to provide support with the delivery of PE in school.</p>	<p>Continue to develop relationships with existing organisations including:</p> <ul style="list-style-type: none"> • Premier Sports • Harlequins Rugby Club • XSport Coaching (futsal) • Weybridge Gym • Tennis England • No 1. JGA Golf • Daily Thompson Athletics Academy • Walton on Thames Cricket Club • Surrey Cricket Club <p>Explore opportunities to develop links with other local clubs and organisations. This will support the delivery of PE in school, CDP for staff as well as provide signposting opportunities for our most able.</p>	<p>£0 (<i>unless approved club is providing extra-curricular opportunities which are funded by the school</i>)</p>	<p>Strong links are in place with the following</p> <ul style="list-style-type: none"> • Harlequins Rugby Club • Esher Rugby Club • XSport Coaching (futsal) • Weybridge Gym • Tennis England • Daily Thompson Athletics Academy • Walton on Thames Cricket Club • Surrey Cricket Club • Walton Tennis Club • Panathlon - https://panathlon.com/ <p>These links have resulted in free curriculum taster sessions, extra curricular clubs running at the school and opportunities for</p>	<p>Continue to actively search and develop links with local organisations to support the delivery of PE in the school</p>

			signposting.	
To relaunch the popular before school running club which regularly attracts over 150 pupils each week. All pupils to have the opportunity to run the distance of a marathon throughout the term/year.	Purchase medals for pupils who attend and run the distance of a marathon	£300	Running club firmly reestablished. We have over 120 children attend each week and nearly 150 children have completed the marathon distance throughout the year	Continue with this club in the next academic year. Consider a half marathon award

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure all pupils have an opportunity to represent the school in competitive sport.</p> <p>Increase the range and variety of competitions and festivals on offer in particular those in the lower school.</p> <p>Purchase equipment and resources to allow this to happen.</p> <p>Use team approach to the coordination of PE to increase capacity.</p> <p>Consider competition formats to ensure competition is appealing to all pupils.</p>	<p>Close tracking of pupil representation enables specific targeting of individuals, to ensure all pupils have the opportunity to compete for the school.</p> <p>Continue to adopt the competition structure used by Active Surrey (Inspire, Aspire, Higher) to allow correct identification of pupils for competitions.</p> <p>Using the YST membership resource, consider the reframing competition document - https://www.yourschoolgames.com/reframing-competition/</p> <p>Continue to offer a range of competitions which are hosted at Cleves. This includes Year 3/4 Mini Olympics and a gymnastics and dance competition with local schools through the development of</p>	<p>Supply and resource costs as detailed in indicator 1</p>	<p>In this academic year, 598 children have represented the schools in either a competition or festival against another school. 186 children have represented the school more than once.</p> <p>Considering the disruption and restrictions in place during the autumn term, this is something we are really proud of.</p> <p>Whilst a significant number of pupils have represented the school through competitions and festivals through the WWHSP partnership, we have also achieved the following district and county success</p> <ul style="list-style-type: none"> • Year 5 Football District League Winners • Year 5 Football Surrey County Cup Winners • Year 5/6 Girls Football District League Winners • Year 5/6 Girls Surrey County Cup Winners • Year 6 Girls Netball District League and Cup Winners • Year 5/6 Sportshall Athletics District and 	<p>Continue to explore new opportunities for our children to compete on a local, regional and national level.</p> <p>Utilise the YST reframing competition framework along with the 'inspire', 'aspire' and higher approach to ensure children are taking part in the right competition for their age, ability and motivation.</p> <p>Continue to explore partnerships with schools outside of the WWHSP schools.</p>

	<p>the WWHSP partnership. Furthermore, continue to enter new competitions in footgolf, handball, ultimate Frisbee, fencing and archery. Following the success of the dodgeball and sportshall athletics last year, these will continue and involve more pupils. Continue to investigate virtual competition opportunities.</p> <p>If possible, provide challenge for our more able pupils through entering county and regional competitions. This include entry to a Cross Country league, joining competitions involving athletics clubs and participating in a national netball competition.</p>		<p>Surrey County winners</p> <ul style="list-style-type: none"> • Year 6 Quad Kids District Winners • Cross Country District and Border League winners <p>Click here for more information on the WWHSP Partnership work to find out about the other competitions entered.</p> <p>Details on alternative sports and provision is detailed and explained above.</p>	
<p>To continue to develop opportunities for inter house competitions throughout the school.</p>	<p>Continue with the 6x interhouse competitions in all year groups for all pupils.</p> <p>If possible, introduce new class vs class competition in years 3/4 based on the Mini Olympic format.</p> <p>Continue with the new revised format of the annual sports day to maximize participation time, especially with the traditional track events.</p>	<p>£0</p>	<p>Interhouse sport is now fully reintroduced in all year groups.</p> <p>All children have taken part in interhouse competitions on six separate occasions this year. This has included all children being involved in officiating, refereeing and leading competitive sport.</p> <p>The change to sports day during COVID remained this year with separate events for each year group. This leads to greater</p>	<p>Continue with this approach in the next academic year</p>

			competitive opportunities and less waiting around for the children.	
To develop a hub of expertise around athletics, depending on the restrictions in place.	<p>Through the WWHSP partnership, invite pupils from other schools to attend weekly athletics sessions. These are targeted at pupils who have an interest in athletics regardless of ability.</p> <p>Provide opportunities for these pupils to enter district and county competitions.</p>	£750	<p>As detailed and explained above in key indicator 4.</p> <p>This offer has now extended to pupils from four local schools as well as those attending Cleves. 94 pupils have had the opportunity to enter district and county competitions and have achieved significant success.</p>	Continue with this approach in the next academic year