Sports Premium Allocation Academic Year: 2025-2026	Total funding allocated: £19,430		
Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should take place in school.			Percentage of total allocation: 55%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**

Engagement of all pupils in regular physical activity **Support and involve the least active children by providing targeted activities**	**Transition new P.E. Sports Leader- sustain existing practice & opportunities** Continue Bikeability and aim to increase the numbers of pupils who can ride a bike. Sustainable travel and promoting healthy lifestyles at home. An advocate school for the Panathlon Challenge; the school attends competitive sport and training days for children with SEND. P.E. lead liaises with SENCo and teachers to identify pupils and develop relationships with families. Transport across Essex provided school representation in as many events as possible. *The Panathlon Foundation is a charity that gives children with disabilities and special needs in England, Wales and Northern Ireland opportunities to engage in competitive sport that they are so often otherwise denied* Promote places for EPC Camps during the half-term holidays (Pupil Premium Strategy links).	High uptake of bikeability in KS2. (Level 1 and Level 2 Bikeability) Scootering workshops for EYFS and KS1 (Team Rubicon) Opportunities for a range of activities: Open to all pupils - Mud Run Competitive - Cross Country Competition - Athletics (Triathlon rearranged by Local Schools at WHA) Attended SEND/Inclusion competitions and festivals: - bowling, kurling and panathlon annual event - Multi Sports Club (P.E. lead-run UKS2) Whole School Sports Day developed from last year with the sports skills taught in school, show-cased in the carousel and Year 4-6 pupils ‘coaching’ the younger children. Led by new P.E. leads.	Established practice continued this year (new P.E. leader and team). Climate Action Plan created and group established - projects prioritised and underway - Travel Plan - sustainable travel next academic year - Essex initiatives such as Beat the Streets - LOtC - classes at least 2x a wk (in addition to other entitlements on policy) - Mile a Day all of KS2 (extra playtime/bubble time KS1, EYFS continuous provision outside)

Key Indicator 2: the profile of physical education and sport is raised across the school as a tool for whole-school improvement			Percentage of total allocation: 25%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**

Increased confidence, knowledge and skills of all staff in teaching PE and sport **Profile of PE and sport is raised across the school as a tool for whole-school improvement**	Assign a Musical Theatre subject lead to include music and dance for Sept. onwards. Dht and KS1 Lead attended Sustainability Conference - external colleagues present and work planned for a Climate Action Plan from Sept. onwards. All teaching staff have completed a REAL P.E. refresher - part 1 (online) and observe demonstration lessons based on staff-feedback and need. P.E. lead continues to offer CPD. Engage with Schools Games. Continue embedding including pupil reflections following P.E. units across the school. Staff supported with model examples to adapt for each 'milestone' - KS1, LKS2 and UKS2.	Talent Show in the summer term years 4-6 and whole-school audience including dance and gymnastics acts. Families engaged in sharing 'wow moments' from home for the whole-school newsletter.The school's new communication tool Evidence Me used to share with parents/community success of sporting events and opportunities. Governors, SLT, teachers, LSAs, kitchen, site manager- strong stakeholder representation - for CAP plan, agenda and successful actions so far around health - LOtC - teacher-plans and environments in school grounds to facilitate this. Physical Activity (School Games Mark - Gold) - playtime and lunchtime provision including recognition of inclusion. Assessment using P.E. Matrix (based on REAL P.E. Cogs) completed termly. - Pupils in all phases complete a 'reflection' end of P.E. unit. Each template has been adapted for age and stage. P.E. lead supported individual teachers during the year. Teachers all observed cricket coaching classes in the summer term - upskilling.	Include stakeholders (parents) in CAP meetings next year. Use Evidence Me communication tool to explore sustainable travel (see CAP). GAP analysis for CPD and provide 'menu' and coaching from peers

Key Indicator 3: broader, high-quality experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 30%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**
Broader experience of a range of sports and activities offered to all pupils **Increased participation in competitive sport**	Oversee staff handover of Safety in the curriculum planning (which includes safe swimming theory) - change of personnel /succession planning. Strengthen links to Clacton Cricket Club in the school community - HH host a cricket event on-site (inter-schools). Gap analysis for after-school provision - use Evidence Me app to conduct a survey with parents. Ensure all after-school club spaces are utilised to increase the uptake: advertise monthly after-school club places on the school newsletter. Continue offering no cost clubs to families from external providers: Drama-teacher-led Musical Theatre, KS2 Girls Football Club and KS1 Multi-Skills. P.E. Leads to run after-school clubs at no costs to families: SEND Multi-Sports, UKS2 Rounders and Boys Football.	KS1 and LKS2 places offered (gap in provision previously) for Colchester United multi-sports two terms. Year 6 attended SwimSafe (RNLI and Lifeboat) - local beach - opportunities for land-based safety session and sea activities (those that can swim 25m already in deep-waters). Developed a relationship with a local football club to give female players opportunities to progress outside school. (Clacton Football Club - after-school club). *'Women in Sport Campaign'* Continued girls football club two terms. Yrs 4-6. Curriculum progression in place for 'theory'- safe swimming - including Essex Emergency Services delivering safety on the coast assemblies. See PSHE Profile.- New HLTA shadowed experienced HLTA	Establish a school netball team Repeat SwimSafe for second year running with the intention of this becoming annual (LOtC entitlement). Research businesses that provide dance lessons, the demand and the age-range and begin new dance clubs (after-school)

	Communicate effectively with parents/carers to ensure awareness of different clubs during term time and school holidays. Signpost pupils and families to opportunities for a wide range of interests and skills. Ensure children gain life-skills such as swimming which is particularly relevant to a coastal school (early intervention).Year 2 receive 1 term of swimming lessons (increased from ½ term each).	for handover. Continued to signpost opportunities for extra-curricular clubs through the newsletter.	

Sports Premium Allocation Academic Year: 2024-2025	Total funding allocated: £19,430		
Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should take place in school.			Percentage of total allocation: 55%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**

Engagement of all pupils in regular physical activity **Support and involve the least active children by providing targeted activities**	Continue Bikeability and aim to increase the numbers of pupils who can ride a bike. Sustainable travel and promoting healthy lifestyles at home. An advocate school for the Panathlon Challenge; the school attends competitive sport and training days for children with SEND. P.E. lead liaises with SENCo and teachers to identify pupils and develop relationships with families. Transport across Essex provided school representation in as many events as possible. *The Panathlon Foundation is a charity that gives children with disabilities and special needs in England, Wales and Northern Ireland opportunities to engage in competitive sport that they are so often otherwise denied* Pro-active involvement with the Tendring Multi Schools Council (P.E. lead lead-link teacher) who cascades to the rest of the school. Follow-up actions through the School Council. Develop pupil voice and leadership. Promote places for EPC Camps during the half-term holidays (Pupil Premium Strategy links).	Uptake of Bikeability sessions increased to 60 pupils KS2. (Level 1 and Level 2 Bikeability) Scootering workshops for EYFS and KS1 (Team Rubicon) Opportunities for a range of activities: Open to all pupils - Mud Run Competitive Cross Country Competition Attended SEND/Inclusion competitions and festivals: - bowling, kurling and panathlon annual event - Multi Sports Club (P.E. lead-run UKS2) Whole School Sports Day redesign with support from REAL P.E. Legacy - external CPD; promoting access and enjoyment (for example races to relays and show-case different skills such as obstacles - outdoor adventure)	Transition to lead P.E. Sports Leader from experienced leader - sustain existing practice & opportunities See priority 2 - Climate Action Planning: Travel Plan - sustainable travel

Key Indicator 2: the profile of physical education and sport is raised across the school as a tool for whole-school improvement			Percentage of total allocation: 25%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**

Increased confidence, knowledge and skills of all staff in teaching PE and sport **Profile of PE and sport is raised across the school as a tool for whole-school improvement**	Enrolled in REAL P.E. Legacy - 2 year support programme. Sports Leaders and Deputy Headteacher have discussed needs and a support programme. EAL P.E. Legacy support). All teaching staff have completed a REAL P.E. refresher - part 1 (online) and observe demonstration lessons based on staff-feedback and need - Staff CPD programme created based on a termly P.E. poll - Collaborative leadership work for Sport Leaders - Increase subject knowledge for teachers in areas such as Gymnastics - Assessment and retrieval/memory Monitor and review the impact of Teach Active. Support staff to adapt planning to include these opportunities regularly. Engage with Schools Games. Develop assessment including pupil reflections following P.E. units across the school. Staff supported with model examples to adapt for each 'milestone' - KS1, LKS2 and UKS2.	Teach Active refreshers/new inductions completed this year. 2 pupils nominated and received the 'Jack Peachy' Award https://www.jackpetcheyfoundation.org.uk/ School has engaged in a P.E. Health Check Reports - certified by EPC Families engaged in sharing 'wow moments' from home for the whole-school newsletter Physical Activity (School Games Mark - Gold) - playtime and lunchtime provision including recognition of inclusion CPD for staff: - Tag Rugby (National Rugby Union) - Health and Safety Gymnastics (The P.E. Train) Assessment using P.E. Matrix (based on REAL P.E. Cogs) completed termly. - Pupils in all phases complete a 'reflection' end of P.E. unit. Each template has been adapted for age and stage.	Dht and KS1 Lead attended Sustainability Conference - external colleagues present and work planned for a Climate Action Plan from Sept. onwards Include foci on sustainable travel. Assign a Musical Theatre subject lead to include music and dance for Sept. onwards Use the school's new communication tool Evidence Me to share with parents/community success of sporting events and opportunities including Essex travel initiatives.

Key Indicator 3: broader, high-quality experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 30%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**
Broader experience of a range of sports and activities offered to all pupils **Increased participation in competitive sport**	Ensure all after-school club spaces are utilised to increase the uptake: advertise monthly after-school club places on the school newsletter. Continue offering no cost clubs to families from external providers: Drama-teacher-led Musical Theatre, EPC KS2 Girls Football Club and KS1 Multi-Skills. P.E. Leads to run after-school clubs at no costs to families: SEND Multi-Sports, UKS2 Rounders and Boys Football. Pupils have had access to a wide range of active-learning opportunities, in school and out of school including a term of swimming lessons. Communicate effectively with parents/carers to ensure awareness of different clubs during term time and school holidays. Signpost pupils and families to opportunities for a wide range of interests and skills.Ensure children gain life-skills	LKS2 club offered (gap in provision previously) 'Ultimate' club - multi-mix of exciting activities such as nerf-guns, archery and golf. Additional swimming sessions for Year 2 (additional to 'core') Positive impact of swimming data (see swimming instructor assessment Awards 1-7) External practitioner for Musical Theatre and the active lunchtime club provides progress reports for the sessions and pupils. Positive impact shown. Developed a relationship with a local football club to give female players opportunities to progress outside school. (Clacton Football Club - after-school club). *'Women in Sport Campaign'* Curriculum progression in place for 'theory' safe swimming including Essex Emergency Services delivering safety on	Explore opportunities to generate additional funding to support sports provision. For example Essex and business grants. Gap analysis for after-school provision - use Evidence Me app to conduct a survey with parents. Strengthen links to Clacton Cricket Club in the school community - HH host a cricket event on-site (inter-schools). Oversee staff handover of Safety in the curriculum planning (which includes safe swimming theory) - change of personnel /succession planning.

	such as swimming which is particularly relevant to a coastal school (early intervention).Year 2 receive 1 term of swimming lessons (increased from ½ term each). Provide an alternative active Musical Theatre SEMH lunchtime club - teacher-led selection. Flexible based on needs.	the coast assemblies. See PSHE Profile.	

Sports Premium Allocation Academic Year: 2023-2024	Total funding allocated: £19,430		
Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should take place in school.			Percentage of total allocation: 55%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**

support and involve the least active children by providing targeted activities Promote inclusive practice - disadvantaged (including SEND)	Book a Healthy Schools Profile Visit - explore school, local and national data Become an advocate school for the Panathlon Challenge: competitive sport and training days for children with SEND. P.E. lead liaise with SENCo and teachers to identify pupils and develop relationships with families. Provide transport across Essex to enable school representation in as many events as possible. *The Panathlon Foundation is a charity that gives children with disabilities and special needs in England, Wales and Northern Ireland opportunities to engage in competitive sport that they are so often otherwise denied* Ensure a pro-active involvement with the Tendring Multi Schools Council - P.E. lead take on the role of the lead-link teacher. Cascade to the rest of the school and follow-up actions. Develop pupil voice and leadership. Promote places for EPC Camps during the half-term holidays (Pupil Premium Strategy links).	Identified areas to review from the Healthy Schools Profile Visit March 6th 2024 Attended SEND//Inclusion competitions and festivals: bowling, sitting volleyball, new-age kurling, panathlon annual event. New multisports club for KS2 pupils with SEND started: autumn and spring terms. Pupil Voice - KS2 Multi Schools Council - 98% of pupils 'feel supported in P.E. lessons', 'like to do physical activity outside of my P.E. lessons' and 'feel P.E. is an important subject'.	Parent - Pupil Voice - triangulate Explore barriers Data uptake of external holiday clubs. Survey - gain a baseline. Active Partnerships supporting Opening Schools Facilities Programme - explore possibility of becoming 'hub for local physical activity' 2025 Explore further opportunities to become involved with the local Multi Schools Council projects and events

Key Indicator 2: the profile of physical education and sport is raised across the school as a tool for whole-school improvement			Percentage of total allocation: 25%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**

All teaching staff have completed a REAL P.E. refresher - part 1 (online) and observe demonstration lessons based on staff-feedback and need. Enrolled in REAL P.E. Legacy - 2 year support programme. Sports Leaders and Deputy Headteacher have discussed needs and a support programme. EAL P.E. Legacy support). Next-steps Develop staff subject knowledge and confidence in all areas of P.E. Continue promoting active-lifestyles across the school day and beyond.	Continue REAL P.E. Legacy support programme - 1 year - Staff CPD programme created based on the P.E. poll - Collaborative leadership work for Sport Leaders - Increase subject knowledge for teachers in areas such as Gymnastics - Assessment and retrieval/memory Monitor and review the impact of Teach Active. Support staff to adapt planning to include these opportunities regularly. Develop assessment including pupil reflections following P.E. units across the school. Staff supported with model examples to adapt for each 'milestone' - KS1, LKS2 and UKS2.	Physical Activity (School Games Mark - Gold) - playtime and lunchtime provision including recognition of inclusion - Tag Rugby (National Rugby Union) - In-house training plans for expertise in-house (gymnastics, football) REAL P.E. Legacy -staff observed a REAL P.E. support-coach teach Year 3 REAL Gym lesson with follow-up staff training after-school (bespoke support provided for individual teachers during lunchtime) Staff feed-back about successful Teach Active lessons and sharing resources in place. Account created for HLTAs. Assessment using P.E. Matrix (based on REAL P.E. Cogs) completed termly. - Pupils in all phases complete a 'reflection' end of P.E. unit. Each template has been adapted for age and stage. This is helping to refine their knowledge and understanding and their next-steps.	Refresher Teach Active - new members of staff. Autumn term for poorer weather 'embodied learning' opportunities. Invite HLTAs (CPD twilight). Local CPDSSA have identified the following need for professional development in Gymnastics 'Health and Safety'. Support this by becoming a host-school - demo classes (autumn term) Explore REAL Dance part of the programme. Sustainable travel (Travel Plan) Survey to families - numbers of pupils already, barriers Promote walking/scooting to school - storage bike sheds (KS1/EYFS) - Eco Council lead? Research - walk to school campaigns etc to participate and signpost Bike Sheds (sustainable travel).

Key Indicator 3: broader, high-quality experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 30%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**
Continue offering a diverse range of high-quality sports-teaching and rich breadth of curriculum coverage. Evaluate current provision and make further improvements including for the least active children. Ensure children gain life-skills such as swimming which is particularly relevant to a coastal school (early intervention). Pupils have had access to a wide range of active-learning opportunities, in school and out of school. Communicate effectively with parents/carers to ensure awareness of different clubs during term time and school holidays. Signpost pupils and families to opportunities for a wide range of interests and skills.	Continue Bikeability and aim to increase the numbers of pupils who can ride a bike. Ensure all after-school club spaces are utilised to increase the uptake: advertise monthly after-school club places on the school newsletter. Continue offering no cost clubs to families from external providers: Drama-teacher-led Musical Theatre, EPC KS2 Girls Football Club and KS1 Multi-Skills. P.E. Leads to run after-school clubs at no costs to families: SEND Multi-Sports, UKS2 Rounders and Boys Football. Year 2 receive 1 term of swimming lessons (increased from ½ term each). Provide an alternative active Musical Theatre SEMH lunchtime club - teacher-led selection. Flexible based on needs.	Bikeability sessions offered to KS2 and places filled (16 pupils completed Level 1 and Level 2 Bikeability) Identified a gap in after-school provision: LKS2. After-school club membership increased. Positive impact of swimming data (see swimming instructor assessment Awards 1-7) External practitioner for Musical Theatre provides progress reports for the sessions and pupils. Positive impact shown.	Provide a new club for LKS2 next year: ‘Ultimate’ club - multi-mix of exciting activities such as nerf-guns, archery and golf. Develop a relationship with a local football club to give female players opportunities to progress outside school. (Clacton Football Club - after-school club). *‘Women in Sport Campaign’* Continue providing additional swimming sessions for Year 2 (additional to ‘core’) Collect swimming data on year groups 4-6 (24-25) and plan follow-up for pupils not meeting criteria.

Sports Premium Allocation Academic Year: 2022-2023	Total funding allocated: £19,432		
Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should take place in school.			Percentage of total allocation: 55%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**
Continue to develop the Year 1 area (planting to create the natural habitat and rockery) and independent changing systems in EYFS in all weathers, next year. Adapt EYFS timetable (adults) to facilitate play in the new learning areas and Year 1 planning to include a 'discovery time' approach for foundation subjects. Create the EYFS bespoke sandpit. Introduce all 3 areas (sand, construction and mud kitchen) to pupils and model play. Staff development work, alongside a review of the impact of the areas so far, will take place with the school's Outdoor Learning Consultant (Felicity Robinson) and Landscaper in October 2022. (Part	EYFS zones (sand frame, construction barn with loose parts and mud kitchen, new road-markings and bikes/scooters and pupil-friendly storage) are established in every-day practice and well-used by pupils as part of continuous provision, independently. This was following a transition period in the autumn term whereby the areas were modelled and supported by class staff and forest leaders. Designated outdoor changing space and systems are in place. Year 1 outdoor space is utilised daily for all areas of the curriculum including new 'discovery-time' approach for foundation subjects. New willow tunnel to create a tunnel 'journey/route'. Log seating - outdoor classroom.	Strong impact: EYFS and Year 1 have daily access to learning outside the classroom throughout the curriculum, contributing to an active, healthy child-development and lifestyle . This includes specific activities for EYFS which develop fitness and gross-motor skills (bikes, scooters and climbing frame). Pupils have regular access to active play on 'The Hills' at break and lunchtimes. EYFS receive weekly small-group Forest sessions establishing expectations, learning culture and a range of interactive experiences from the	Continue evidencing and improving Silver/Gold LOtC Mark standards and complete a LA Healthy Schools Profile Visit. Healthy Schools Strands: Food and Nutrition Physical Activity Mental Health and Wellbeing - improve any identified areas - action targets

of an existing long-term plan of support). Ensure access to The Hills at break time and lunchtime. EYFS continue to receive small group forest sessions with the school's Forest Leads as part of LOtC entitlement and progression.	Willow screening around all LOtC sites which border a public pavement creating a safe learning space. Outdoor Learning Consultant visited in November 2022 to review and enhance current practice. Active-play leader (MDA) on the Hills each lunchtime and Sports Leader each breaktime.	start of their primary journey (LOtC progression). Provision now has many aspects of the 'Gold' LOtC standard.	
Key Indicator 2: the profile of physical education and sport is raised across the school as a tool for whole-school improvement			Percentage of total allocation: 25%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**
Next academic year the markings will be installed and staff will be able to plan lessons which include the markings as a learning resource. Pupils' understanding and motivation increases through use of the markings and greater progress in learning is made - including to long-term memory through an active-style. Purchase and introduce staff to online 'Teach Active' resources to complement this approach. Explore further support from REAL P.E. membership co-ordinator to extend staff	Markings are installed. KS2 pupils have been shown how to play 4 Square and pupils are now using these skills to play this game at break and lunchtime independently. All teaching staff have completed Teach Active training. Most staff have trialled some lesson ideas. Pupil Perception (Year 6 pupils with SEND/SEMH) - See attached. Enrolled in REAL P.E. Legacy - 2 year	All teaching staff have completed a REAL P.E. refresher - part 1 (online) and observe demonstration lessons based on staff-feedback and need. Pupils have a greater range of sports' skills they can practise at break/lunch-time. Learning is engaging and active for all pupils and creates memorable experiences and healthy lifestyles (as supported by neuroscience-findings).	Continue REAL P.E. Legacy support programme - Collaborative leadership work for Sport Leaders - Increase subject knowledge for teachers in areas such as Gymnastics - Adaptive teaching for SEND - Assessment Monitor and review the impact of Teach Active. Support staff to adapt planning to include these opportunities regularly. - Send P.E. polls

subject knowledge and confidence, including assessment.	support programme. Sports Leaders and Deputy Headteacher have discussed needs and a support programme.		- Continue funding TeachActive and Real P.E. Legacy
Key Indicator 3: broader, high-quality experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 30%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**

Continue offering a diverse range of high-quality sports teaching and rich breadth of. Increase the uptake of extra-curricular activities such as Bikeability. Ensure lessons, breaks and lunchtimes are fully resourced. Research ways to further support social skills and behaviour at lunchtimes, particularly for football. Evaluate current provision and make further improvements.	Opportunities provided: ➔ KS2 Mud Run ➔ KS2 Panathlon (SEND) ➔ Tennis Coaching - Kirby Tennis Club ➔ Cricket Coaching - Clacton Cricket Club ➔ KS2 Colchester Garrison Athletics Competition ➔ KS1 Quidditch Day - Harry Potter ➔ Year 3 Irish Dancing - St. Patrick's Day ➔ EPC KS1 Multi-Sports Club ➔ KS2 Drama & Games ➔ Whole School - Musical Theatre Club ➔ KS1 & KS2 Dance Club ➔ Years 5 & 6 Football Club ➔ KS2 Kidercise Club ➔ Years 5 & 6 Rounders Club ➔ Year 6 Cricket Competition Explored working with Colchester United but they were unable to meet our needs. Football is marked out with cones into 5v5 zones. Balls and bibs bought for each year group to wear.	Pupils have had access to a wide range of learning opportunities, in school and out of school. Football games are facilitated well at lunchtime in order for pupils to participate collaboratively in a successful game.	Improve outdoor changing systems following higher uptake at break and lunchtimes: -Invest in water-proof joggers suitable for playing football on the field in wet conditions and a dryer storage unit for wet trouser washing-line.KS2 Girls Football Club EPC. KS2 Multi-Skills SEND.UKS2 Netball Club. Allocate places for EPC Camps during the half-term holidays (Pupil Premium Strategy links). Lunchtime Club for children with SEMH needs to support transition - KS2 (Musical theatre and active lunchtime club) Year 2 receive 1 term of swimming lessons (increased from ½ term each): early intervention particularly relevant in our coastal area.

Sports Premium Allocation Academic Year: 2021-2022	Total funding allocated: £18,750		
Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should take place in school			Percentage of total allocation: 55%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**

Maximise the benefits of physical health and wellbeing by using all spaces in the school grounds effectively for learning: improve EYFS and Year 1 outdoor spaces to ensure learning can be supported most effectively. Improve the transition between the EYFS and Year 1 curriculum ensuring an 'enabling environment' both indoors and outdoors promotes learning and discovery through active-play.	Create a purposeful outdoor learning space for Year 1 pupils (2 classes share an outdoor space). Employ an outdoor learning consultant to support this work and staff development. Install willow screening around the fencing which forms the perimeter of the front of the school, in order to define a space free from distractions. Separate the outdoor Year 1 space into 3 zones: wooden seat-logs for a class to sit - long grass and flowers habitat around the perimeter, open versatile space in the centre with permanent stepping stones and willow arch trail and the existing courtyard space with an additional rockery for versatility. Create new learning areas in the existing EYFS garden: remove current timber bike shed and replace with pupil accessible bike sheds, create a bespoke, large sand pit area carefully positioned for sunlight/shade, a construction barn (loose parts play) and a mud kitchen. Both sand and mud areas promote the gross motor development through digging, needed as a prerequisite for writing and loose parts play and vehicles (bikes, scooters etc) the necessary daily activity.	The installation of the wooden seating has quickly enabled classes to sit in a classroom space, outside, for input, as routine practice. The logs have also been used for supporting regulation, for example pupils with SEBD to step along each one, or as a break-out space for pupils playing in smaller groups or de-escalating. Year 1 pupils are outside for part of every day (in addition to P.E. play/lunchtimes). The bases for the EYFS barns will be installed by subcontractors this summer holidays and the barns erected. The bespoke sandpit will then follow once the foundations are completed.	Continue to develop the Year 1 area (planting to create the natural habitat and rockery) and independent changing systems in EYFS in all weathers, next year. Adapt EYFS timetable (adults) to facilitate play in the new learning areas and Year 1 planning to include a 'discovery time' approach for foundation subjects. Create the EYFS bespoke sandpit. Introduce all 3 areas (sand, construction and mud kitchen) to pupils and model play. Staff development work, alongside a review of the impact of the areas so far, will take place with the school's Outdoor Learning Consultant and Landscaper in October 2022.
Key Indicator 2: the profile of physical education and sport is raised across the school as a tool for whole-school improvement			Percentage of total allocation: 25%

Intent	Implementation	Impact (review end of year)	Sustainability and next steps
Pupils' physical activity increases through activity on new playground markings during P.E. play and lunchtimes and active lessons in subject areas such as Maths, Geography and Science.	A research survey with all staff and pupils was conducted based on current playground markings and preferences for new choices. It became clear that KS1 pupils enjoy colourful designs such as the alphabet snake but KS2 pupils do not utilise this style of markings in the same way. Outdoor Educational Learning Consultant, Felicity Robinson, collated the feedback and discussed new opportunities for optimising active playground markings as learning resources. Staff meetings have taken place to support teachers to plan lessons using new playground markings (various versatile grids, compass, scales etc).	Final playground markings design created and agreed with teachers (and pupils) in order to fully support curriculum needs. For example, an orientated compass, blank integer scales and grids and popular 'King Square' to support pupils' play. The removal of redundant, existing playground markings, and the installation of the new playground markings is due to take place in August in the summer holidays (2022).	Next academic year the markings will be installed and staff will be able to plan lessons which include the markings as a learning resource. Pupils' understanding and motivation increases through use of the markings and greater progress in learning is made - including to long-term memory through an active-style. Purchase and introduce staff to online 'Teach Active' resources to complement this approach.
Key Indicator 3: broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 30%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**

Continue to enhance the P.E. and Sport curriculum with extra curricular opportunities: multisports, basketball and cheerleading. Pupils' and staff knowledge, skill and engagement increases in specialist areas: dance, cycling, cricket, golf and tennis.	Employ after-school coaching companies to deliver a range of sports clubs and P.E. lessons. Employ a dance specialist to run an after-school club. Offer and deliver Learn 2 Cycle and Bikeability sessions in-house through Essex Highways trainers. Buy-in specialist sports days for each phase/ and or whole-school events. Attend sports events offered by the local authority. Ensure P.E. lessons are resourced well - for example replenishing balls, buying new football goals as required.	Pupils were offered the following sessions, after-school, delivered by external sports coaches: multisports, dance, basketball and dance. Uptake of LA external invitations such as cheerleading which was attended by P.E. lead, DHt and Year 6 pupils. Pupils were offered Learn to Cycle Level 1 and 2 (Bikeability). External coaches provided sports sessions for pupils across the whole school for the second half term of the summer. KS1 and UKS2 pupils receive cricket coaching, EYFS receive cricket and tennis coaching, year 3 receive tennis coaching and year 4 receive golf coaching. Staff observed and supported these lessons and also attended tennis and glow dodgeball training in the summer term. Pupils and staff gained knowledge, skills and experience in these areas and feedback was positive. P.E. and lunchtime active-play run by UKS2 'sports leaders' is fully resourced.	Continue providing a varied balance of high-quality sports teaching next year and aim to increase the uptake of extra-curricular activities such as Bikeability. Research Colchester United 'football coaching at lunchtime' opportunities.

Sports Premium Allocation Academic Year: 2020-2021	Total funding allocated: £18,750		
Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes			Percentage of total allocation: 25%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**
Pupils' physical activity increases during playtimes through activity on new playground markings.	Pupils choose playground markings before installation. Pupils are taught how to use them and encouraged to do so daily. Use is monitored. £4500	A research survey with all staff and pupils was conducted based on current playground markings and new choices. Outdoor Educational Learning Consultant, Felicity Robinson, collated the feedback and discussed new opportunities for optimising active playground markings as learning resources.	Note: Due to Covid 19, contractors were unable to complete the planned work of removing the playground markings. This work is now due to take place in 2021-2022 and then the new playground markings can be installed.
Key Indicator 2: the profile of physical education and sport is raised across the school as a tool for whole-school improvement			Percentage of total allocation: 45%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**

Maximise the benefits of physical health and wellbeing by using all spaces in the school outdoor grounds effectively for learning.	Create an outdoor classroom within the wildlife area. Flexible wooden seat-logs for pupils to move, arbour bench, bark etc. £8,500 (including External Ed. Consultant fees).	http://www.hollandhavenschool.co.uk/the-haven---a-new-lotc-space http://www.hollandhavenschool.co.uk/uploads/5/6/3/5/56353853/the_haven_launch_-_lotc_.pdf	The development of The Haven will continue into Autumn 2021 with the Big Build Week involving all classes. Following the completion of this 3rd on-site Learning Outside the Classroom (LOtC) space, pupils and staff will be able to use this area regularly.
Contingency funding set aside to continue current best practice when possible (expenditure on hold due to current COVID 19 regulations) **Key Indicator 3:** broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 30%
Intent	**Implementation**	**Impact (review end of year)**	**Sustainability and next steps**

Continue to enhance the P.E. and Sport curriculum with extra curricular opportunities and creative links to existing themed learning. Pupils' knowledge, skill and engagement increases.	Employ an after-school coaching company to deliver a range of sports clubs £3000 Employ a dance specialist to run an after-school club £1500 Offer and deliver Learn2Cycle and Bikeability sessions in-house through Essex Highways trainers £500 Buy in specialist sports days for each phase/ and or whole-school events £1000	Pupils accessed the following sessions, in-school, delivered by external sports coaches: multisports, dance, basketball, dance and musical theatre. External coaches provided sports sessions for pupils across the whole school for the second half term of the summer. UKS2 pupils received weekly tennis sessions, KS1 and EYFS, cricket, and LKS2, golf coaching. Pupils gained knowledge, skills and experience in these areas and feedback was positive.	Curriculum-timetabled dance planning, and after-school club provision, could not be delivered due to Covid 19 risk assessment but will continue in Sept. 2021. Learn2Cycle and Bikeability were also unable to occur due to school and Essex Highways Covid19 RA. Depending on RA on September 21, resume this provision.

Sport Premium Funding 2020-2021

Alternative spending due to Covid 19 restrictions on original 2019-20 plans	**£9000**
Fencing/pond-dipping platform for new-look wildlife area	£4000
Intention: Encourage active learning outdoors.. Increase pupil wellbeing and health.	
Removal of whole school, old, worn playground markings in preparation for new ones	£3000
Intention: Install new playground markings to increase the numbers of pupils engaging in active playtimes.	
Additional playground equipment to ensure 'bubble' groupings have enough resources	£2000
Intention: Ensure COVID 19 safety precautions are in place while continuing to adequately resource playtimes.	