**‘Inspire to Achieve’ Impact**

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| **PROVISION** | **IMPACT** | **MEASURED BY** | **EVIDENCE** | **FACTORS CRITICAL TO EFFECTIVE IMPACT** |
| **START ACTIVE CLUBS**   * Opportunities for children who are unable to attend after school physical activity clubs. * Appeal to pupils who wish to be physically active as opposed to wanting to compete and play sport. * Provide a range of fun and innovative physical activity games and ideas for children. | Increased participation | Number of pupils attending over time. | Registers &school portal | * The design and delivery of activities focus on pupil fun, success and engagement rather than pressure ‘to be the best.’ * Target pupils who may otherwise not participate in club based physical activity. * Provide access to a range of cognitive and non-vigorous activities. * Focus on children being mentally alert and ready for the start of the school day rather than being hot and sweaty after sporting activities. |
| Increased range of activities | Difference between range of activities delivered now compared to pre funding. | School portal & SLA |
| Improved pupil attitude towards PE, Physical Activity | Shift in pupils’ attitude towards PE and physical activity. | Pupil feedback sheets & register attendance |

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| **STAY ACTIVE CLUBS**     * Opportunities for children who are unable to attend before or after school physical activity clubs. * Structured lunchtime multi skill clubs, engaging children during less structured time. | Increased participation | Number of pupils attending over time. | Registers &school portal | * Offer is multi skills activities rather than sport specific, therefore appealing to a wider reach of children. * Provide children with an opportunity to compete with themselves and other children via physical activity games as opposed to sport specific. * Structured, fun games can help limit behaviour and safety issues at break and lunch times. |
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| **PLAY ACTIVE CLUBS**     * Provide children with the opportunity to engage in physical activity sessions without any peer pressure related to winning or losing. * Pupils have access to a range of physical activity and skill based sessions without being sport specific or competition based. | Increased participation | Number of pupils attending over time. | Registers &school portal | * Focus on participation in a fun, friendly environment, creating opportunities to a wider reach of children. * Relevant platform for engaging disengaged children to begin their journey of becoming more physically active. * A safe environment to increase self-esteem and confidence via physical activity. |
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| **SPORT ACTIVE CLUBS**     * Encourage fair play and teamwork whilst teaching children rules, skills and tactics of specific sports. * Provide pathways for children to engage at community sport club level beyond the school day. * Provide children with a taste of different sports from which they may develop a passion. | Increased participation | Number of pupils attending over time. | Registers &school portal | * A wide breadth of sports clubs for both gender and ages with a varied menu of opportunity. * Specific sport extra curriculum club links with local sports clubs. * Include local club partners in transition type club activities. |
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| **CURRICULUM SUPPORT**     * School led, collaborative partnership model. * Reporting pupil progress and achievement each half term. * Access to a structured Scheme of work and records on personalised school portal. * Local and national quality assurance and on-going quality improvement strategy. | Attainment | Difference in attainment results from start to end of the year. | Pupil Assessments on school portal. | * Physical education learning outcomes used in SoW to focus planning, session delivery and assessment to ensure relevance and progress over time – assuring coherence and consistency. * Report and discuss progress and achievement to class teachers, school leaders. * Build a strong rapport with teaching staff, children and parents. * Positive role models across the range of activities undertaken in the school. * Lessons are inclusive, innovative and follow agreed high quality delivery principles. * Undertake joint observations with a member or schools senior leadership team. * Work collaboratively with teachers in school to incorporate cross-curricular links with themes and topics. * Where relevant co deliver/support PE lessons with teaching staff to focus on teacher identified personal development and support needs. |
| Improved pupil attitude towards PE | Shift in pupils’ attitude towards PE and physical activity. | Pupil feedback sheets & register attendance |
| Increased range of activities | Difference between range of activities delivered now compared to pre funding. | School portal & SLA |
| Improved teacher confidence toward PE& sport | Difference between teacher confidence levels at start and end of the programme. | Pre & post questionnaire results. |

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| **INSPIRE TO COMPETE**   * Helps select and prepare teams for inter school competitions. * Encourages links with local community clubs to create pathways and smooth transition for children. | Increased no. Pupils engaged in competition | Difference between attendance figures at the start and end of the programme. | Registers and report. | * Liaise with local school games organisers and school PE subject leaders, helping select and prepare teams for inter school competitions. * Facilitate intra school tournaments and ‘Personal best’ challenges throughout the year. * Engage and empower children by giving additional responsibilities such as leaders, journalists, match-officials. * Prepare children for competition by introducing rules & skill familiarisation sessions prior to the event. * Provide a positive environment for children to 'learn to succeed' and 'feel success'. |
| Improved pupil attitude towards PE& sport | Shift in pupils’ attitude towards PE and physical activity. | Pupil feedback sheets & register attendance |

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| **TARGET GROUPS**   * Sessions / lessons aimed at targeted groups to focus on specific areas of development. * Focus on improving pupils attitude towards physical activity. | Increased participation | Number of pupils attending over time. | Registers & long term plan | * Target specific groups such as G&T, SEN, Behavioural needs, Girls only, Fitness groups etc. * Provide these groups with a wider range of activities, targeted at specific needs. * Set relevant but challenging activity involving pupils in their own development. * Focus on supporting the growth of pupil’s self esteem and confidence – creating a ‘can do’ culture. |
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| **HOLIDAY CLUBS – INSPIRE TO ENGAGE**   * Inclusive, Fun, innovative multi-sport and physical activity days for children aged 5 – 11 years old. | Increased participation | Number of pupils attending over time. | Registers &school portal | * A varied menu of fun physical activity and sport opportunities for children to try. * Parents have all relevant information and are clear about the programme offer and expectations for their children. * Opportunity to interact socially with peers, practicing a range of social and personal skills as well as being physically active. * A well structured and innovative programme of activities where children are physically active throughout the day whilst socially interacting with peers. * Clear structure to each day to ensure clarity of daily routines, rules, and commitment needed by children, staff and parents. |
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| **GOLDEN MILE**   * The Golden Mile aims to inspire and encourage school communities through physical activity with the focus on fun, rewarding personal achievement, pupil leadership and competition. * It involves pupils in Inclusive, simple, measurable health & physical activity programme, accessible to all age groups. * Pupils can compete against themselves or can simply walk with their friends at their own pace. | Increased participation | Number of pupils uploading activity | | GM web portal | | * Pupils can take part before, during and after schools and are free to complete GM laps in their own time at their own pace. * Supported by an online system that is accessed by the school to record all data. * Every pupil takes part regardless of sporting ability. |
| Improved pupil attitude towards PE, Physical Activity | %age of pupils achieving milestone awards | | GM web portal | |

**Other areas of impact which can be supported, but impact must be measured by school, are:**

* Improved behaviour / reduced number of incidents
* Attendance
* Attitude towards learning in class
* Improved social skills