

# WELSH HOUSE FARM COMMUNITY SCHOOL

“Inspired to grow and flourish”



## PE & Sports Premium Impact report 2023-2024

The PE and Sports Grant allocation for 2023-2024 is based upon **220** eligible pupils. The purpose of the grant is to fund improvements to the provision of PE and Sport, for the benefit of primary-aged pupils, in the 2023-2024 academic year.

### **Grant offsets part of the cost incurred to provide high quality sports and PE provision**

	<p>The premium is used to</p> <ul style="list-style-type: none"><li>• Ensure children`s physical, social and cognitive development is improved.</li><li>• To develop and improve children`s physical and health literacy.</li><li>• To provide an ambitious and enriching curriculum that supports children academically.</li><li>• Helps support their physical and mental wellbeing, providing a wide range of inclusive sporting opportunities from Nursery to our Resource Base.</li><li>• Allows all our students the opportunity to make healthier lifestyle choices as well as grow and flourish in daily physical activities.</li></ul>	
Total Expenditure		<b><u>£ 17,857</u></b>

**Schools must use the funding to make additional and sustainable improvements to the quality of their physical education (PE), physical activity and sport.**

**Schools should use the premium to secure improvements in the following 5 key indicators.**

1. **Engagement of all pupils in regular physical activity,**
2. **Profile of PE and Sport is raised across the school as a tool for whole-school improvement.**
3. **Increased confidence, knowledge and skills of all staff in teaching PE and Sport.**
4. **Broader experience of a range of sports and activities offered to all pupils.**
5. **Increased participation in competitive sport.**

Physical education has a fundamental role in a student's life and at Welsh House Farm we believe that physical education has underpinned many experiences students have at primary school. We recognise the importance of embedding the fundamentals of a healthy lifestyle within a student's life, inspiring students to lead a physically active lifestyle through providing opportunities to positively influence their physical, mental and social health. Students have been encouraged to develop their knowledge in a physical, cognitive, affective, social and healthy learning domain. We believe that the purpose of physical education is to inspire and motivate all children to be active in their lives, enabling them to become physically confident.

We believe that a high quality of physical education teaching is essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles. We strive to improve student's abilities and skills in sport as well as having a significant impact on the overall fitness and well-being of the students. We aim for all students to develop positive attitudes towards physical activity and promote key values including team work, resilience, determination and fair play, ensuring all lessons are accessible by providing a range of different activities to challenge every student. This has been achieved via a high-quality provision, providing opportunities to develop understanding of health, fitness and values of physical activity. This year we have used the sport premium to continue to create opportunities and events to inspire them and to nurture each individual student's talent to allow them to grow and flourish.

#### **Engagement of all pupils in regular physical activity**

The EYFS, KS1, KS2 and RB cohorts in their lessons have been focusing on two principles this year; physical literacy and ME in PE. Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities. We have the aim that by the end of year students are on their way to being physically literate. A focus on physical literacy enables them to support their development as competent, confident and healthy movers. It helps them to develop positive attitudes towards health and fitness, and develop social and emotional well-being through physical activity. Providing students with knowledge and positive reinforcement surrounding their physical development helps to motivate them, improve confidence and their physical competence. Developing knowledge and understanding around health and fitness provides students with a strong foundation for participation in physical activity.

We have implemented a ME approach in PE:

- Physical me, allows the students to develop physical literacy and understand the movements of the body.
- Cognitive me, allows the student to work on making effective decisions and evaluations.  
Social me, allows the student to develop teamwork, co-operation and leadership.
- Healthy me, allows the student to choose healthy behaviours and healthy attitudes.
- Mindset me, allows the student to learn about emotions and behaviour.

Each individual key stage had an objective to work towards this year; Nursery and EYFS have been reinforcing learning through play. EYFS have had a range of opportunities provided and have been given clear and consistent messaging around exercise being fun and enjoyable, looking at introducing and developing control and co-ordination in large and small movements. This is helping children to move confidently in a range of ways allowing them to negotiate space safely. This has

helped them to understand factors that contribute to keeping healthy, such as physical exercise and the food they eat. In KS1, they have been mastering basic movements as well as developing balance agility and co-ordination. They have been applying these in a range of activities with the emphasis based on enjoyment. Creating a movement foundation to underpin lifelong participation enables pupils to access a range of learning experiences which supports the development of competent and confident movers. In lower KS2 we adapted physical activities which helps a young person develop and apply a broad range of skills in different contexts, enhancing their creative, social and thinking skills in PE. They have started to gain an understanding of the positive benefits of being physically active.

In KS2, we have been focused on children developing their own identity in sport and building a teamwork ethos. They have started to develop a knowledge of how exercise has an impact on their body. Participation and learning through the physical element of PE is one of our focuses in KS2. We provided opportunities for students to develop their leadership skills, taking on roles such as a coach, official and activity organiser. Students are able to articulate the benefits of regular exercise. They have been building their knowledge of physical literacy around healthy eating and the body. We have had on-going PE delivery from a specialist across Nursery to Year 6 including Resource Base which has been accompanied by individual sport specialist's delivering lessons to individual year groups.

This year students across all key stages have had sport specialists across a variety of sports.

Sport Specialist		
Sport	Provider	Year groups impacted
Athletics	Mini Athletics	EYFS and Y1
Cricket	Warwickshire	Y1-6 and RB
Dance	Jade Dance	Y1-Y6 and RB
Dance	Happy Feet	Y1
Dance	Groovy little movers	EYFS
Dance	Ace Dance	Y5-Y6
Gymnastics	Positive PE	Y 1-6 and RB
Netball	England Netball	Y3,4,5,6
Tennis	Toddler Tennis	EYFS
Tennis	The Priory	Y3,4,5,6

We have continued to implement balance ability into the EYFS and KS1 timetable. This has been a great success. This has enabled children to have a natural progression to Bikeability, and we have seen an increase from 32% to 40% of students in year 3 completing level 1.

A continuing investment has been made in targeted intervention sport mentoring. Mentoring provided by the PE specialist has helped to provide guidance, motivation and emotional support through the power of sport. The PE specialist has worked with students from EYFS to year 6 including our Resource Base, providing students with the mechanisms to build self-confidence, achieve their goals and provide opportunities for growth and development. Teachers have been

supported to deliver inclusive PE lessons ensuring all children and young people who have special educational needs (SEN) or disabilities have full access and engage in PE lessons. Barriers have been identified and addressed to encourage participation during consultations with young people and their carers who have SEN or disabilities. Adaptive games have been introduced to increase opportunities for young disabled people to provide access to a variety of activities and sports. Personal challenges have been set that enable young people who have SEN or disabilities to achieve their personal best. The purchase of inclusive equipment for EYFS and Resource Base to help aid children who have visual or hearing impairment. Equipment has also been purchased based on the needs of development areas, looking to improve fundamental skills; gross motor, balance, grip and strength. This has helped improve proprioception in the students allows their body the ability to sense movement and action.

An extension of extra curriculum sport clubs has been a massive focus this year to help provide innovative new sport providers. A sustained approach of offering morning and afterschool clubs covering all age groups from Y1 to Y6 including Resource Base has been delivered ensuring our clubs are inclusive for all. Extra funding has been provided to this area to enable specialised coaches to attend the school to provide children with a high-quality sporting experience. Young sport leaders help coach and guide the younger students.

Extra-curricular clubs			Morning or Afterschool
Club	Provider	Year groups	
Gymnastic	Positive PE	Y1-6 and RB	Morning
Dance	Jade Dance	Y1-6	Morning
Rugby	Mr Jones	Y1-6 and RB	Afterschool
Cricket	Warwickshire	Y1-6 and RB	Afterschool
Badminton	Mr Jones	Y1-6 and RB	Morning
Athletics	Mr Jones	EYFS and Y1	Morning
Boxercise	Mr Jones	Y3,4,5,6	Morning
Dodgeball	Mr Jones	Y3,4,5,6	Morning
Netball	Mr Jones	Y4,5,6	Afterschool
Basketball	Mr Jones	Y5,6	Morning
NFL Flag Football	Mr Jones	Y5,6	Morning
Netball	England Netball	Y3,4,5,6	Afterschool
Football	Mr Jones	Y1,2,3,4,5,6 and RB	Morning and Afterschool
Tri-Golf	Mr Jones	Y5,6	Morning
Boccia	Mr Jones	Y 1-6 and RB	Afterschool
Kurling	Mr Jones	Y 1-6 and RB	Afterschool
Tennis	The Priory	Y3,4,5,6	Afterschool

Below you can see the percentage of students involved in each year group in afterschool and morning clubs.

Percentage of students involved within each year group in After school clubs					
Year group- 30	Students involved	PP	SEN	Male	Female
1-	15	8- 53%	1- 6%	7	8
2-	19	11- 57%	3 10%	8	11
3-	27	16 – 59%	4- 18%	13	14
4-	30	16 – 53%	8 – 26%	20	10
5-	28	17-60%	9- 32%	13	15
6-	24	18 -79%	4 – 16%	12	12
RB (9)	3	3- 100%	3- 33%	1	2
<b>Total - 189</b>	<b>146 – 77%</b>	<b>89 – 61%</b>	<b>32- 22%</b>	<b>74 50.68%</b>	<b>72 – 49.32%</b>

Our swimming provision this year has gone from strength to strength, we have since our strongest results over a 5-year period. As you can see from the results below –

Year group	2022-2023 – over 25 metres	2023-2024 – over 25 metres
Year 5	42%	50%
Year 6	72%	86%

There has been an increase in growth over the last year due to the start of delivering water safety classroom sessions, which we strongly feel has benefitted the children’s understanding. Staff access to Swim England resources through an online digital portal has allowed staff access to high level lesson plans. This has raised swimming standards for year 6 leavers. Our aim within the next 5 years is to train every member of staff with CPD in swimming. Constant progress towards attaining the national standards for swimming has been achieved as seen in the table below.

Year 6 meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres?	86 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke?	80 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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

### Profile of PE and Sport is raised across the school as a tool for whole-school improvement

Using the premium this year we decided to raise the profile of PE in many ways. One of these ways was to ensure girls were involved heavily within our sporting competitions and fixtures in KS2. We set ourselves a target of 75% of all girls to be involved, as you can see from the table below we achieved 93%.

Percentage of girls involved in sporting competitions and fixtures		
Year group	Number of girls in each class	Involved within sporting competitions
Y3	14	13 - 92%
Y4	10	10 - 100%
Y5	15	14 - 93%
Y6	13	13- 100%
Resource Base	3	2- 66%
	55	51 - 93%

A partnership has continued with the 'Her Game Too' Initiative. Her Game Too is a voluntary campaign led by a team of dedicated female football fans who are passionate about creating a positive change in football and the wider sporting world. Working with this organisation we aim to raise awareness and educate others on the importance of inclusivity and diversity in sports. Our ultimate goal is to create a safe and welcoming environment for everyone, regardless of their background, ability or gender. We believe that everyone should have the opportunity to participate in sports and have access to the same resources and opportunities.

One of the ways we increased the profile of PE across the school was to invest in leadership and mentoring opportunities through the Playground Leadership Academy and PE lessons. Training for students in these roles have been made available. Funding was provided for these students to attend festivals and sport crew training days to further enhance experiences and improve knowledge around the role. Our sport council has expanded to include KS1 to increase student voice within the school. KS2 students this year have taken on an important role in helping to decide what clubs we delivered but also taking a more active role in clubs, volunteering to help specialists deliver clubs. In

the spring term this was extended to KS1 students volunteering in EYFS clubs. Our model club has been our Gymnastics club. Upper KS2 started the year being coached by the Positive PE Company; they then started to coach with Positive PE in lower KS2. Within the summer term, the upper KS2 coaches then volunteered within KS1 club to help mentor lower KS2 coaches in preparation for next year. The programme promotes a leadership role and encourages a role model showing a healthy lifestyle choice.

Active travel has been continually invested in and embedded within the school day with students, staff and parents. Students in the whole of KS2 have taken part in the Bikeability programme, learning to ride, level 1 & 2. The outcome achieved in year 6 was 82% of the students achieved level 2. Reception and nursery are completing Balanceability. The use of the tracking system living streets has been utilised to encourage students to continue active travelling. Our aim this year was to increase & embed consistent daily activity opportunities across the school, outside of PE lessons through active learning. Active learning has taken place through active Maths and English lessons in KS1, KS2 and phonics in EYFS. Our aim has been to ensure purposeful movement in core lessons to meet the daily activity guidelines outside of PE lessons. This is an area we will be continuing to improve on next year so the whole school will have an active approach to learning embedded in a daily timetable. PE life skills award will be completed for the first year and students in year 5 and 6 will be completing the PE Life Skills award. The PE Life Skills Award allows us to assess and recognise pupils for building skills in PE that impacts on their resilience, collaboration, leadership, independence, and confidence.

Opportunities to celebrate sporting achievements have been maintained through the forum of social media. We need to continue to utilise Facebook, X and the weekly newsletter snapshot to engage and share sporting achievements with the wider community. To raise the profile of PE new competition kit for children and branded PE kit for staff have been purchased. Competition kits with the school logo and colours can create a sense of identity and unity among students representing the school in various competitions. It installs a feeling of pride and belonging, which can positively impact their performance and motivation. We have seen this when the students have been wearing the new kit this year.

We have worked alongside Aston Villa to provide an eye safety provision for parents and a screening service for students in year 5 and year 6. We have worked in the community to promote opportunities for students in sporting avenues for students of all ages. Sports day this year has been set up with community at the heart of the day, and parents and students have had the opportunity to play a range of sports delivered by sporting specialists.

For a 4<sup>th</sup> year running, the school has maintained the Sport Birmingham Pathway to Podium gold award for showing commitment to developing PE school sport and physical activity aimed at improving pupil health and well-being. We achieved our goal of gaining gold for a 4<sup>th</sup> time in the school games award. The school has received recognition from Sport Birmingham and school games officials for ongoing commitment and achievement in school sport and investing within the students at our school. This shows the exposure that the school gives PE and opportunities we give the students to compete and participate in sport. These years results mean the school can achieve platinum in both awards next year.

## Increased confidence, knowledge, and skills of all staff in teaching PE and sport

To maintain the increased confidence that staff have within PE, this year staff and the PE Specialist discussed how the premium could be spent, with the primary purpose of upskilling staff to deliver outstanding PE and sport support in lessons. The CPD areas that was chosen were -

Staff CPD		
Autumn	Spring	Summer
ACE Dance - All staff	Groovy little movers – EYFS England Netball – KS2	PE Specialist – Core skills

These areas were highlighted in last years questionnaire alongside our 3-year plan. Dance was requested by all key stages so, using the premium we secured two dance specialists to work with each key stage to ensure the staff had the confidence to deliver dance lessons. England Netball provided a netball session to KS2 staff as Netball has been a staple KS2 playground activity and the training provided helped all staff encourage and coach students at break and lunch times. A member of staff has had 1-1 CPD from England Netball for 12 weeks. The PE specialist has worked closely with teachers that have participated in the training to help plan and team-teach a lesson, and to provide feedback on these lessons. The PE specialist works closely with every teacher and TA to increase knowledge and skills. This can range from team-teach lessons to sharing all lesson plans and resources across a variety of sports. To ensure dinner support staff have up-to-date training and resources available to deliver an active lunchtime, the PE lead gave 1-1 training with each supervisor.

To increase staff confidence and support staff within PE we used the premium to invest in afPE implementation of PESSPA, providing support and resources. This has allowed staff guidance and advice on PE issues and updates on events of CPD online. The PE specialist has used the premium to attend conferences and learning sessions to constantly find new ways and ideas that improve the sport and PE that is delivered at school.

For the 3<sup>rd</sup> year we maintained being the base for the CREC early year specialist training in PE. The PE specialist delivers a programme for trainee teachers in the Birmingham district. A 1-day learning programme was created to help trainee teachers learn more about how to create and execute PE lessons at school. Alongside this, we also looked at how to access PE grants and resources, manage budgets and execute safeguarding techniques. The key role within this programme is to ensure the quality of PE is delivered across Birmingham is to a high standard and NQT's are well equipped with resources and information about effective behavioural techniques. To understand the success of the programme the PE specialist collated written and verbal feedback from the participants and provided real-time feedback from observing lessons they went on to teach at the end of the course. This is valuable as it allows them to ask questions around the feedback they provided and take away learning points. Below you can see the feedback from the 6 participants about the day, rating the day out of 5.



Overall, the day had outstanding feedback and a guarantee of carrying on the course next year, one of the quotes from the participants was – **“It was a very well structured and organised day, it was very informative and I feel more confident about planning and delivering PE after this course, the quality of information and knowledge provided was of the highest quality”**.

**“Broader experience of a range of sports and activities offered to all pupils”**

This year we have provided the whole school with an expansive range of experiences from EYFS to year 6. EYFS have had a broad range of specialist coaches throughout the year to provide specialist age-appropriate sessions. The year started with Groovy Little Movers providing fun and creative dance lessons to our students ensuring they were developing in all areas of the curriculum. In the spring term they had Toddler Tennis, this helped them work on improving the agility, balance and coordination of the students through the power of tennis. In the summer term Mini Athletics provided lessons, these helped the students enhance their athleticism through progressive sessions, which enabled the students to improve their balance, speed, agility and coordination.

Overall how would you rate the PE course?	4.95/5
How would you rate the content you received in the course?	4.95/5
How would you rate the instructor’s knowledge of PE?	5/5
Has your knowledge of PE in primary schools improved after completing the course?	5/5
Do you feel more confident teaching PE after completing the course?	4.90/5
How would you rate the effectiveness of the course?	5/5
How would you rate the organisation of the day and the course?	5/5

Our intention this year was to improve the overall experience the students had within dance. In KS1, Happy Feet worked with our students to provide a range of dance styles in a fun and interactive way. In KS2 ACE Dance provided our students with high quality contemporary dance techniques to create innovative performances. Alongside our curriculum lessons we have expanded our student experience in dance through JJ Dance. They have delivered extra circular lessons for the whole school teaching them street and contemporary styles.

KS1 and KS2 have experienced professional organisations that delivered premium opportunities throughout the year, this included England Netball delivering curricular and extra-curricular sessions. In these sessions they have worked with the students, developing confidence in playing netball which allowed students to experience a variety of roles within the game. Warwickshire Cricket have provided bespoke cricket experiences to the school through lessons and trips. Throughout all these experiences the students have improved their physical literacy, cognitive and social skills.

The students in year 4 and year 6 continued their annual residential trip. The year 4 trip was to PGL Tregoyd house in the Brecon Beacons. They spent two days and one night there and got their first taste of outdoor learning. The pupils experienced an action-packed programme of activities and challenges designed to place them on a path towards independence. This year they engaged in a new activity; Aeroball. Year 6 attended their residential at Bryntysilio for three days, two nights, allowing the children to engage in a range of different activities. They developed physical, intellectual, emotional, social, and spiritual development whilst on their outdoor journey.

To expand our students' outdoor experiences, they were provided with fantastic opportunities to attend a zip wire at Ackers and to go horse-riding. These trips have been crucial towards building team ethos and social skills for our year 6 class going into secondary school. Using the premium, we endeavour to provide new and exciting sports for our students to access. We always ensure our students are accessing new sports and this year the students had access to wheelchair basketball. The students learnt about the adaptive inclusive sport, promoting our sport for all initiative. Our students have experienced an inspirational tour of professional grounds; Aston Villa and Warwickshire cricket ground. The students have also had the opportunity to experience the Hundred trophy in school. The children have been provided the opportunity to attend professional tennis, football and cricket matches provided by LTA, Birmingham City Women, Birmingham City, and Warwickshire Cricket Club.

We have hired specialist coaches to deliver, tennis, badminton, hockey, dance, and gymnastics sessions. Our aim this year was to expand the students' invasion game knowledge of dance and netball. Funding was provided to allow these specialist coaches to deliver sessions after school to allow a broader range of children to learn from specialists. Working alongside our gymnastics specialist we updated gymnastic equipment to enhance the learning provision to ensure the students are accessing a high-quality provision in all areas of gymnastics. We have delivered an inspirational sporting day event in which 5 external professional sporting providers delivered sessions to parents and students to help broaden their experiences.

We continued our investment into the Harborne Primary schools sport association. The students have had the opportunity to have greater access to a range of competitions and sporting experiences due to this collaboration. The premium has been spent on securing medals, trophies and securing grounds for the fixtures to take place. At Welsh House Farm we are always looking for ways to broaden the experiences we can provide our students. Please see below in the table the visitors and sport specialists the students have had this year.

<b>Sport</b>	<b>Company</b>	<b>Experiences</b>	<b>Year group</b>
Athletics	Mini Athletics	Delivered a morning workshop.	KS1, KS2
Athlete visit	Sport for schools	Athlete visit by Joel Fearon	Whole school
Ballet	Royal Ballet	The Royal Ballet delivered a morning session.	Y1
Cricket	Warwickshire Cricket-Dynamos	Warwickshire delivered a term of cricket in Spring and Summer and a afterschool club	Y1, RB, Y5
Dance	ACE Dance Academy	Delivered sessions to Year 5 and year 6 across Autumn term.	UKS2

Dance	Dance Days	Delivered two Dance workshops, Diwali and Irish Dancing	Whole school
Dance	Groovy little movers	Sunshine dance worked with EYFS in the Autumn term.	EYFS
Dance	Happy Feet	Happy feet delivered KS1 lessons	KS1
Dance	JJ Dance	Jade delivered a dance morning club.	KS1 and KS2
Football	Birmingham City	Birmingham City delivered a football session to the afterschool football club.	KS2
Football	Aston Villa	Tour of Aston villa ground and delivered Villa Vision.	KS2
Girls Football	Harborne District Football	The Harborne district coach delivered a session to the girl's football team.	KS2
Gymnastics	Catherine Curran – Postive PE	Catherine delivered a morning gymnastics lesson for two terms.	Whole school
Horse riding	Hole Trek Farm	Year 6 class attended horse-riding sessions at Woodgate valley.	Year 6
Netball	England Netball	England Netball delivered a afterschool club for KS2 students	KS2
Tennis	The Priory	The Priory provided lessons of tennis coaching for a term	KS2
Tennis	Toddler Tennis	Delivered Tennis session to EYFS	EYFS
OAA	Ackers	Students attended a Zip wire session	KS2
Squash	The Priory	The Priory provided a morning of Squash sessions.	Whole school
Wheel chair Basketball	Wheel Chair Basketball	Whole school experienced a day session.	Whole school

### Increased participation in competitive sport

We have continued our commitment to participation in competitive sport. One of the ways was through the school game's events hosted by Birmingham SGOs. We entered every infant, junior and SEN event provided by our SGO. We have ensured the majority of students have the experience representing the school in a competitive fixture. To ensure two events took place our PE specialist delivered the event on behalf of the SGOs. We have increased our percentage of students who have represented the school, which can be seen in the table below, something which we strive to equal or increase every year. Achieving GOLD in pathway to podium and School Games award signals the schools intent in creating opportunities for all children within the school to access competitive sport. Below you can see the number of students that have competed in an event for Welsh House Farm, including county events and SGO events. We ensured that students on our SEN register and Resource Base have had a range of opportunities to represent the school.

Number of students who qualified to be involved in events In KS2	Number of potential events (school games)	Percentage of children involved
129	17	96%

Through the Harborne Sport association the students have had access to basketball, cricket, dodgeball, athletics, football and netball competitions. The netball league this year was expanded to 3 nights and 14 teams due to its popularity, which allowed a greater number of students the opportunity to compete. The league, which is run by the PE specialist, will be expanded next year to a termly league.

Funding has been spent on increasing additional challenges for the gifted & talented students, both internally and externally. We increased funding within this area to allow G&T children a pathway to attend professionally run clubs and train at professional sporting bodies' facilities. Equipment, subscriptions and kit were purchased for these children allowing a pathway for the children to attend without any barriers and allow them the opportunity to grow within that sport. The sporting avenues that we have funded this year have been football, ballet, and dance. Pathways within their sport have been sourced and opportunities made available in and outside of school to allow opportunities for growth. We have attended G&T events to compete against other schools in Birmingham, one in athletics and one which was a multi-sport event.

We prioritised our SEND and PARA competitions this year ensuring we attended all panathlon events which we succeeded in doing. We have hosted SEN competitions against other resource bases however these were not hosted at our school. We have co-hosted with Sport Birmingham to ensure they are engaged in regular competitions alongside other children and mainstream schools. We maintained a strong commitment and involvement in league fixtures throughout the year for girls and boys. A full programme of girls' football, boys football, netball and basketball league fixtures were fulfilled, which allowed a large range of students have the opportunity to represent the school.

This year we ensured that the students would have an extensive range of competitions across a wide variety of sports, a few of these were an NFL flag football tournament, NBL Baseball competition and chance to shine cricket competitions. Our aim this year was to attend a swimming gala, however we had the opportunity to attend a mini triathlon which allowed the students the opportunity to experience a new type of competition.

Fixtures	
School games events	9
PARA/SEND competitions	8
Boys football – U10/U11	16
Girls football – U10/U11	14
Harborne Association events	10
External events – Flag Football ,Athletics Cricket , Triathlon ,Baseball	7
G&T competitions	4
<b>Total</b>	<b>68</b>

Primary school sport gives children an opportunity to start building the foundations of an active lifestyle. Our aim was to ensure the premium was spent on providing a wealth of opportunities to positively influence their physical, mental and social health, & we feel this year, that has been achieved. From improving student's growth in physical literacy to broadening sporting experiences internally and externally, we believe we have spent our premium money on inspiring & motivating

the students of Welsh House Farm. This has helped motivate the children to be active in their lives and enable each student to have a positive sporting experience. The children have grown in confidence and have further developed their enjoyment of PE. As a school, we have placed the health and wellbeing of all children at heart of PE. The funding has allowed the school to further build and grow the sporting ethos in the school with the aim of achieving platinum standard next year.