



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report you spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st of July 2020. To see an example of how to complete the table please click

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Maintaining Daily Mile despite bubble system and time pressures on the school day from catch up activities • Re focus on the importance of Play for child development, physical literacy, fitness and well being <ul style="list-style-type: none"> - Completion of KS1 playground project – adventurous and collaborative play opportunities for all which will develop physical literacy and emotional intelligence through active play - More active playtimes in KS2 through scootering and development of adventurous play opportunities in and around the woodland. • Increase in active time during PE due to no changing. Children better dressed and equipped for an active day • 21 Bridges challenge during Lockdown helped many families stay active during the winter. Challenge boosted family well being and had a legacy effect. • Development of OAA curriculum to include offsite activity days for years 3,4,5 and 6. Embedding of orienteering in the curriculum for KS2. Participation of Forest Schools sessions for years 1,2, 3 and 6 • Staff skill development through in house training, joint planning, and more experience of PE delivery • Maintenance of our high levels of participation in intra and inter school sports competitions despite the restrictions. We have worked in new ways to bring competition into school 	<ul style="list-style-type: none"> • Develop closer links between PESSPA and PSHE Healthy eating modules • Explore options for every day Active uniform • Refresh Brain Breaks rationale and implementation with all teaching staff • Survey children and assess need for investment in KS2 playground to encourage more active playtimes • Reassess use of scooter playtimes to fit with needs of children • Develop PE intervention offer with specific children or small groups • Monitor playtimes to ensure consistent good practice and offer training to Midday supervisors in line with Play Policy • Set up One Drive Photo Library for class sharing of photos • Develop communication channels with parents and stakeholders through YouTube Channel and Twitter • Explore options for Family activity sessions after school – Possible bike club • Deliver full Leadership Module to all year 5 and 6 children. Sports Captains fully embedded in whole school life

<ul style="list-style-type: none"> • Delivery of Balance Bikes for Reception and Bikeability for years 3,4 and 5 despite school closures • PE Interventions - Introduced to target specific groups of children who need additional support in physical literacy or fitness. 1 – 1 support where necessary to boost confidence and participation levels • Swimming – Successful reintroduction of school swimming with longer session time and focus on play as well as teaching and learning. • Sports Leadership scheme delivered and extended to all children in year 5 and 6. 	<ul style="list-style-type: none"> • Trial new approach to delivery of Dance curriculum along with Dance CPD for teaching staff. Explore options for buying a new Dance scheme of work • Develop Nonparticipation cards for PE lessons along with better resources for AfL in PE • Explore options for PE Apprentice or work experience • Make links with Riding for the Disabled in Buxton and identify children who would benefit from these sessions • Embed Forest Schools approach for all classes across the curriculum • Re-establish links with local Sports Clubs • Explore options for bringing formal sports offer into wrap around care • Complete the journey to Platinum
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Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	<p>23 out of 27 85%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>23 out of 27 83%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</p>

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
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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: Sports Premium budget topped up to	Date Updated: July 2020		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				Percentage of total allocation: Capital costs – (£807)12% Staffing Costs – (£2623) 20%
I n t e n t	Imple menta tion	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Daily Mile Relaunch our morning running scheme to fit with class bubble system. Introduce buddy system within class bubbles to encourage partnership working and children pushing each other to run further.	December Distance Challenge for all classes Optional logbooks to motivate less active children Sports Captains to lead the way in Year 6	Included in PE Coordinators salary	We have maintained our Daily Mile sessions this year despite the difficulties of the bubble system. Children have run in bubbles one after the other in the same playground space. In the absence of competitive school sport, we have focused on bringing a competitive element into Daily Mile. After we have run a certain number of laps, the children have been able to take part in optional races	In September we will hopefully return to the previous Daily Mile format of mixed bubble running. This will enable us to reinstate the buddy system, something the children have really missed this year.

	Music requests chalkboard set up in KS2		<p>where we have been able to teach sports values, fairness and honesty as well as giving all children the chance to be competitive with their peers.</p> <p>We have also been able to continue with Daily Mile class challenges where one class competes against another for the total number of laps run in 10 minutes. These challenges have been run every term and have been instrumental in motivating the classes to work together to run further each time. We now have trophies for the year 1 and 2 challenge, the year 3 and 4 challenge and the year 5 and 6 challenge.</p> <p>Year 6 have organised playlists of music from their class to help motivate them during their run.</p>	We will continue with challenges. Races, skipping and all the other things we do to refresh the format and keep the children interested and motivated.
<p>Brain Breaks</p> <p>Ensure all teachers are using regular Brain break activities, especially considering new classroom set up with less movement, group work and active classroom time</p>	<p>PE Coordinator to work with individual classes to help make these a regular activity</p> <p>Pupil voice questionnaire or chalk board for which are their favourite brain break activities</p>	<p>Included in PE Coordinators salary</p>	<p>List of suitable Brain Break activities circulated to all classroom staff. Team meeting to discuss why brain breaks are important and how they can and should be used in the classroom.</p> <p>Great take up in KS1 this year – staff feedback points to break breaks being an important part of the school day as it helps children to concentrate and contributes towards their active 60 minutes.</p>	Refresh brain break information in September and reintroduce the concept to all staff.
<p>KS1 Playground</p> <p>Complete Playground refurbishment project to encourage more active playtimes for all</p>	<p>Staff and Midday training in new Play Policy</p> <p>Purchase of loose equipment after consultation with children</p> <p>Celebration event for children and parents to thank everyone for fundraising and promote the importance of play to parents</p>	<p>Management time included in PE Coordinator salary</p> <p>Grant funding paid for actual works</p>	<p>Playground project completed in February 2021. New climbing frame has encouraged much more active playtimes and better physical literacy from all children.</p> <p>The new building area has encouraged more collaborative team building skills amongst the smaller children and encourages those, who used to sit at playtime, to move around.</p> <p>Midday supervisors trained to supervise equipment safely but in a way which encourages maximum activity from the children.</p> <p>Play Policy currently being approved by school governors</p>	Monitor play area, survey children to find out

			Due to COVID restrictions we were unable to have a celebration event for parents but have communicated the success of the project through social media channels.	
<p>Active Travel</p> <p>Re-assess Active Travel options considering Covid closure. See what has changed? Opinions? Practice? Are children now given more freedom to travel to school or less?</p> <p>Use Bikeability skills and sessions to encourage active travel</p>	<p>Survey children by Christmas to see how they are travelling to school</p> <p>Select interviews with individual children to establish barriers to more active travel choices</p>	<p>Included in PE Coordinators salary</p>	<p>Children surveyed in September about activity levels over lockdown. Cycling came out as something which children had taken part in more than any other activity during this time and something which they wanted to do more of.</p> <p>Survey of start and finish times has shown that children are increasingly arriving on foot but not by bicycle. This is likely to be due to the hills and traffic levels around school.</p> <p>We have looked at reward schemes for active travel options but have not taken this any further at this point.</p>	<p>Re- examine Active Travel Plan and potential use of reward systems with new Headteacher and Governors in September.</p>
<p>Scooting</p> <p>Establish weekly scoot play times for each class to maximise active time during playtimes</p> <p>One off scooter session to be used as reward for good behaviour in particular cases</p>	<p>Create rota for scooter use in KS2</p> <p>Purchase a wheelbarrow to easily move scooters around school!</p> <p>Look at the purchase or a set of 3 wheeled scooters for KS1</p>	<p>Management of scooters included in PE Coordinators salary</p> <p>Scooter purchase from external grant funding, PTA, and Sports Premium funding.</p>	<p>10x 2 wheeled scooters and trolley purchased for KS2</p> <p>12 x 3 wheeled scooters purchased for KS1</p> <p>Weekly Scooter playtimes for each class now established. These sessions have encouraged more active playtimes and improved physical literacy especially for children who do not normally participate in active play during break and lunch times.</p>	<p>Scooter use for some classes has dropped off in the last term.</p> <p>Survey children to find out how and when they would like to use the scooters in the future.</p>

<p>PE Kit/uniform</p> <p>Establish practicality and desire from children, staff, and parents for a permanent change to Uniform and PE kits to create an 'Active Every Day' Uniform.</p>	<p>Write a discussion document for Governors to suggest a permanent change to PE kit and uniform</p> <p>Survey monkey for parents to establish appetite for permanent Uniform change</p> <p>Monitor uniform choices made up to Spring 2021 to see what works and what is not working.</p>	<p>Included in PE Coordinators salary</p>	<p>COVID guidelines have catalysed a positive change in this area. Children now come to school in PE kits on PE days and are encouraged to wear black trainers as school shoes on all other days. This change has had the single most dramatic positive effect on time available for PE. No changing means we now have around 15minutes extra in every PE session.</p> <p>We have also seen an improvement in the trainer's children are wearing for school. Now they only need one pair rather than 2, they wear their best trainers for PE</p>	<p>Consultation with staff and SLT has resulted in us continuing with this policy permanently.</p>
<p>PE Interventions</p> <p>Use additional PE Interventions with specific children to improve fitness lost during Covid (additional to 2 hours PE)</p>	<p>Adapt Couch to 5k app to be relevant and appropriate to KS2 children</p> <p>Create logbooks for children to record their progress</p>	<p>Included in PE Coordinators salary</p>	<p>PE Interventions carried out with year 2 in Autumn term. Target games based for 6 weeks. This had a good impact on the children involved.</p> <p>Head Heart Hands assessment of children's fitness post Lockdown has indicated where emphasis of PE interventions needs to happen in the future.</p>	<p>From September we will look how PE interventions can be targeted at classes and children who show below average progress in the different areas of PESSPA</p>
<p>Outdoor Education</p> <p>Promotion of formal Outdoor Education curriculum to all classes – at least one session per week</p>	<p>Circulate Outdoor Education ideas and work plans</p> <p>Work with individual teachers to ensure they are happy teaching in this way. Encourage more active movement during these sessions</p>	<p>Included in PE Coordinator and Forest School Coordinators salary</p> <p>Learning through Landscapes grant £500</p>	<p>Outdoor Education work plans now circulated to all teaching staff and in regular use.</p> <p>Learning Through Landscapes grant used to fund purchase of outdoor education equipment and 2 hours of training for Midday supervisors and school support staff.</p>	<p>Monitor quality of outdoor education provided by midday supervisors and supports staff at break and lunch times. Continue with staff training and refreshers where necessary.</p>

Active adventurous playtimes in KS2	Clear bushes and brambles from the wooded areas of the top playground so that children can use these more adventurous spaces.	Work carried out by volunteers	Wooded play area a massive success with children and has led to an increase in creative, active play in our older children – particularly year 6. Tree climbing is now a particular favourite with the children. Woodland used for playtimes more often and has led to fewer arguments at playtimes between children.	We have had to stop the children climbing trees until we resolved an insurance issue related to this activity. Clarify insurance issues asap so that children can return to this important activity which encourages physical literacy.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: Capital costs – (£93) 1% Staffing Costs – (£2,623) 20%
I n t e n t	Imple menta tion		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Photo Library PESSPA photos used in school and on social media have been a powerful tool in promoting PESSPA to parents and stakeholders. Better coordination and storage of	Create One Drive folders for each class for central organisation of photos Encourage more teachers to Tweet the 'ordinary' from their classes to improve communication between	Included in PE Coordinators salary	We have not progressed this any further this year. We have continued to use Twitter as the main communication tool for PESSPA. Wall display in the hall for the Trig Point Challenge has attracted a lot of attention from the children and adults. We are looking forward to being able to show	Carry forward Photo One drive to next year's plan Create wall display for 21 Bridges

<p>all photos across the school would help standardise the use of photos for each subject and class.</p>	<p>school and parents</p>		<p>this to parents when they are allowed back inside the building from September.</p>	
<p>Short Films</p> <p>Develop communication formats to improve cut through in communication between school and parents. Promote the work of PESSPA within school and to stakeholders</p>	<p>Use short films instead of newsletters to communicate Sports results, activities, and special events</p>	<p>Included in PE Coordinators salary</p>	<p>Despite and possibly because of COVID restrictions, we have been able to use several short films to raise the profile of PESSPA within our school community.</p> <p>Our Sports Captains have worked virtually this year and have recorded several films to show to other classes around pupil voice.</p> <p>Because of time pressures we were unable to work with year 5 and 6 to create School Games Values films this year.</p> <p>Because parents and children could not take part in supporting the event in person, we created a 21Bridges, 21 Sports short film which has been widely shared and has helped to raise the profile of this event and challenge when school was closed to some pupils.</p>	<p>A school You Tube channel has been created but the term of its use needs to be approved by Governors. This will provide the ideal platform for posting short films about PESSPA</p> <p>School Games Values films to be created by Year 5 and 6</p>
<p>Long term, family level, changes in Physical Activity</p> <p>Build on the success of the Trig Point Challenge to engage 'whole family' groups in special PESSPA events.</p> <p>Promote links between good family mental health and good attitudes to PESSPA</p>	<p>Parent buddy scheme to encourage more parents to be confident to take their children walking in the countryside.</p> <p>PE coordinator to lead easy local walks for least active families to empower and improve confidence to do the same in their own time</p>	<p>Included in PE Coordinator Salary</p>	<p>21 Bridges Challenge has been a huge success. Out of 201 children 92 children took part of whom 45 completed all bridges.</p> <ul style="list-style-type: none"> • 6 Pupil Premium children took part • 5 SEN children took part • 7 children identified as 'Least Active' took part • Where the Trig Point Challenge was most accessible to families who were confident to walk off road, the Bridges challenge was genuinely accessible to all families. As a result, 	<p>A full evaluation of 21 Bridges has been shared with school Governors and recommendations for building on the success will be factored into next year's action plan.</p>

	Winter Bridges and Tunnels family challenge run between October and March		<p>several children took part who we would not have expected to.</p> <ul style="list-style-type: none"> • Several parents have got together to complete walks and the challenge has significantly improved the confidence, self-esteem and fitness of the whole family as well as developing a sense of teamwork between parent and child. 	
<p>Play Policy</p> <p>Promote the importance of free active play for all children both in and out of school. This communication will be targeted at teachers, Midday Staff, and parents</p>	<p>Write new school Play Policy</p> <p>Train Midday Staff in Play policy and establish new ways of working within KS2 and KS1 playgrounds</p>	<p>Included in PE Coordinators salary</p>	<p>New Play Policy agreed by School Governors.</p> <p>Informal training for Midday supervisors has been completed.</p> <p>Learning Through Landscapes Outdoor Education training for Middays scheduled for June 2021.</p> <p>Post March 2021, all staff encouraged to provide more quality play opportunities for children within the school.</p> <p>New woodland-based play area developed in the woods and used at break and lunch times – great feedback from the children about these areas</p>	<p>Continue to filter down to all staff, good practise about playtimes. Promoting free and adventurous play in a range of playground environments</p> <p>Develop woodland play area further and clarify insurance status for tree climbing</p>
<p>School Games Values</p> <p>Promote School Games Values and how they encourage whole school improvement</p>	<p>School Games Film Competition for year 5 and 6</p> <p>School Games Values referred to in PE lessons and School Sport</p> <p>Classroom based lessons on School Games Values for select year groups</p>	<p>Included in PE Coordinators salary</p>	<p>High Peak Leadership Course completed by years 5 and 6. Strong focus on School Games values. Classroom discussions about sports values and how we transfer them to our everyday lives.</p> <p>We have not run the School Games short film competition this year due to pressure on the timetable.</p>	<p>School Games films for year 5 and 6 in 2021/22</p> <p>Continue to promote school Games values through PE Learning objectives</p>

<p>Special Events and Sports Days</p> <p>Use Special PESSPA events to improve communication between parents and school, improve profile of school in local community</p>	<p>Scooter Duathlon</p> <p>Mini Olympics Sports Day</p> <p>Sport/Comic Relief events</p> <p>Whole School Mile</p> <p>Winter Biathlon event</p> <p>DP Trick Shots afternoon KS2</p>	<p>Included in PE Coordinators Salary</p> <p>Costs for Sports Day £</p>	<p>Due to the bubble system and school closures, we have been unable to hold as many special events as we would have liked to this year.</p> <p>Mini Olympics Sports Days – These are due to take place in July. Focus on sports values and fun at the end of a difficult year for the children</p>	<p>Carry over special events to next year's plan</p>
<p>Active Travel</p> <p>Promote Active Travel options to improve whole school health and well-being.</p>	<p>Further development of Bikeability scheme within the school will all children in KS2 engaged in different levels of cycling activity</p>	<p>Included in PE Coordinators Salary</p>	<p>Despite bubble system we were able to hold our Bikeability sessions for years 3,4 and 5 in September 2020.</p> <p>Scooter playtimes have contributed to the children's experience and confidence on 2 wheels.</p>	<p>Carry forward to next year's Action Plan</p>
<p>Pupil Leadership Scheme</p> <p>Refocus Sports Captains role considering Covid restrictions. Use Sports Captains to promote the profile of the school in the High Peak and County</p>	<p>Attend High Peak Sports Awards</p> <p>Captains to present to Governors at the end of their term to show what they have done and learned</p>	<p>Included in PE Coordinators Salary</p>	<p>COVID restrictions and bubble working have meant limited opportunities for our Sports Captains this year, but we have tried to create different experiences for them where possible. In September they ran a Pupil Voice questionnaire to find out children's experiences of physical activity during lockdown. They have also run several intra class competitions.</p> <p>Sports Captains have chosen 2 of the new Sports Captains who will take over in September. This involved them scrutinising written application forms</p> <p>They are due to present to school governors in July 2021</p>	<p>Return to our full Sports Leadership scheme in September 2021</p>

<p>Pupil Voice</p> <p>Further embed pupil voice within the PESSPA curriculum. Link to wider pupil voice within the wider school</p>	<p>Sports Captains to coordinate pupil surveys around different issues including playtimes, special events and active mile sessions</p>	<p>Included in PE Coordinators Salary</p>	<p>Sports Captains have delivered Pupil Voice consultation this year around physical activity levels during Lockdown in March 2020.</p>	<p>New Sports Captains to undertake further pupil voice questionnaires around the KS2 playground in September 2021</p>
<p>Merge PESSPA curriculum with Healthy Lifestyle education</p> <p>Further embed healthy eating education within PESSPA activities</p>	<p>Promote links between energy in and energy out, good, packed lunch choices, processed versus non processed food</p> <p>Use of a celebrity to illustrate this e.g., this is what Serena Williams eats in a day etc</p>	<p>Included in PE Coordinators Salary</p>	<p>We have trialled this approach with year 5 and 6 this year and it has been very successful. We delivered a High Peak Leadership scheme with these year groups which enabled us to talk about healthy lifestyles, leadership and being good role models.</p>	<p>Roll out this approach to other year groups where timetable allows</p>
<p>OAA Walks for all classes</p> <p>Build on the success of the Trig Point Challenge, Kinder Walk and Cross Walk to cascade OAA down into KS1</p>	<p>Plan and deliver OAA walks for all classes (not Reception)</p> <p>Year 1 – Mellor Cross Year 2 – Mellor Cross Year 3 – Lantern Pike Year 4 – Kinder Reservoir Year 5 – Big Stone Year 6 - Kinder</p>	<p>Included in PE Coordinators Salary</p> <p>Volunteer Mountain Leader to supervise</p>	<p>Bubble working and School Closures has made it difficult to complete all these walks this year.</p> <p>All of Year 6 attended the Kinder walk and every child reached the Kinder Low Trig point – a great achievement for them.</p> <p>Year 5 and 6 key worker bubbles visited several the bridges in the 21 Bridges challenges as walks from school.</p>	<p>OAA walks to be included in the 2021/22 plan</p>

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Capital Costs – (£544) 8% Staffing Costs (£2,623) 20%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Skill development of staff who teach PE</p> <p>Ensure all staff who teach PE are familiar with the Progression of Skills, Assessment framework and good practice</p>	<p>Circulate Progression of Skills to all staff, discuss on inset days in September</p> <p>Team Teach with staff who are less confident in certain areas</p> <p>Work with Year 2 NQT to establish good practice early on</p> <p>Work with Leah from UK Sport Coaching to deliver Dance CPD for all staff</p> <p>Creation of Non-Participation Cards for circulation to all staff</p>	<p>Included in PE Coordinators Salary</p> <p>Part of sum paid to NMS and UK Sport Coaching for CPD</p>	<p>Progression of Skills circulated to staff</p> <p>Team Teach with NQT in year 2 has established good practice early on. Teacher confident to teach fundamental skills.</p> <p>Gymnastics CPD session held in December for all teaching and support staff. Good feedback from staff about confidence to teach this subject effectively</p> <p>Staff Skills audit carried out – results showed that staff still unsure how and when to teach Dance as part of the curriculum. We have put together training materials to help staff and have rethought how and when Dance is taught – closely linked to topic work rather than in 6-week blocks.</p> <p>Team teach with all student teachers across the year to</p>	<p>Trial a full year of new approach to Dance – evaluate in summer 2022/23</p> <p>Create nonparticipation cards for circulation to all staff</p> <p>Work with UK Sport coaching on after school Dance CPD for all staff</p>

			embed good practise in PE early on	
<p>Improved PE provision for SEND children</p> <p>Better cater for the needs of SEND children within PE lessons and as additional sessions</p>	<p>Deliver PE Interventions outside of the 2hr for SEND and least active children.</p> <p>Work with individual staff to plan and deliver appropriate PE units of work which are differentiated for all pupils including SEND</p> <p>Couch to £5k for specific children</p> <p>Thomas Theyer Whitehall day rescheduled for 12 SEND children</p> <p>Use more one-to-one cycling sessions with children who might benefit</p>	<p>Included in PE Coordinators Salary</p>	<p>PE Intervention sessions run with SEND and PP in year 2. Good progress in terms of confidence during these sessions</p> <p>Ongoing work with all teachers to identify areas of PE teaching which can and must be differentiated for children with SEN</p> <p>Thomas Theyer Whitehall day due to take place in July 2021</p> <p>One to one cycling sessions unable to take place due to staff shortages</p>	<p>Further development of PE interventions in September 2021 – focus on year 1 and year 5</p> <p>Consider further Whitehall days for children with SEN.</p>
<p>PE Planning Schemes</p> <p>Reevaluate PE schemes for use across the whole school with a view to improving consistency or approach for all classes</p>	<p>Survey Teachers to find out what planning tools they want and need</p> <p>Test PE Passport</p> <p>Look again at Real PE</p>	<p>Included in Coordinators salary</p>	<p>Real PE training course attended and reviewed. We consider it to be too inflexible and expensive to implement across the school and the current planning includes a lot of values-based learning anyway.</p> <p>PE Planning done individually with each class teacher every term. PE Coordinator provides plans from a variety of sources depending on the needs of the class, experience of the teacher and space and resources available to teach.</p> <p>Skills Audit of all teaching staff done in May 2021. Gaps identified in Dance and net and wall skills.</p>	<p>Look for Dance only planning scheme of work for 2021/22</p> <p>Continue to plan for each class on a need's basis</p> <p>Liaise with other High Peak PE Coordinators to share planning.</p>

<p>External CPD</p> <p>Use of external agencies to help teachers develop their skill</p>	<p>Leah Perkins – UK Sport for Dance</p> <p>John Worsley NMS – Dodgeball</p> <p>Buxton Basketball Club – CPD for year 5 and 6</p>	<p>Included in PE Coordinators salary</p> <p>NMS and UK Sport included in retainer for external sports competitions</p> <p>£500 Learning Through Landscapes Grant</p>	<p>Leah Perkins delivered KS1 Dance training for PE Coordinator in Autumn 2020.</p> <p>No CPD received from NMS this academic year due to COVID restrictions.</p> <p>Gymnastics training session run for all staff in December 2020.</p> <p>Focus on delivery of key gym skills without equipment or apparatus</p> <p>Dance CPD document prepared and circulate to all staff.</p> <p>Underpinning the new approach to Dance from September 2021 where it is topic linked rather than full 6-week courses.</p> <p>Learning Through Landscapes training in Outdoor play and activity delivered in Summer 2021.</p>	<p>KS2 Dance CPD from Leah Perkins in Autumn 2021</p> <p>Reassess possibilities for CPD from John Worsley at NMS</p> <p>Face to face Dance CPD from PE Coordinator to all teaching staff in Autumn 2020</p> <p>Monitor quality of Outdoor active play delivered by Middays considering training</p>
<p>PEGS Cluster working to improve quality of PE provision</p> <p>Use PEGS cluster to establish best practise in PE teaching – work with St Marys and Hayfield in particular. Skills share on after school clubs balance bikes, netball, football</p>	<p>Skills Swap with Hayfield on Football Invasion skills</p> <p>Skills Swap with St Marys on Netball Invasion skills</p>	<p>Included in PE Coordinators salary</p>	<p>Netball after school club delivered by St Marys Netball specialist in Autumn 2020 – skills swap with PE Coordinator</p> <p>No further skills swap or PEGS working possible due to COVID restrictions</p>	<p>Re-establish PEGS links and skills sharing</p>

PE Apprenticeship/Work Experience Explore new options for apprenticeship and work experience students to shadow teaching at NMPS	Formalise PE work experience placement for New Mills School Contact Level 5 providers to offer placement opportunities	Included in PE Coordinator salary	No Work experience students in school this year due to COVID restrictions	Re-examine possibility for PE apprenticeship or work placement students
Play Policy Midday Training Improve understanding of Midday staff in links between PE curriculum and active playtimes. Playtimes are the place to practice what they have learned in lessons – children need to be given the opportunity to practice	Organise midday training session Monitor playtimes to establish good practice	Included in PE Coordinator salary	Learning Through Landscapes training delivered in Summer 2021 Informal monitoring of playtimes and ongoing discussions with midday staff to highlight how to make playtimes more active for all children	Continue to monitor playtimes to ensure consistent approach by staff and focus on active playtimes

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
Capital Costs - £325 (5%)
Staffing Costs - £2,623 (20%)

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Embed Scootering for all classes	Run Sponsored Scooter Duathlon in February 2021 – Introduce Platinum level challenge or tandem challenge (hold hands running, scoot on the same deck) Introduce rota for scootering play time sessions for all classes Look into buying a set of three wheeled scooters for KS1	Included in PE Coordinators salary External grant funding and PTA funds used for scooter purchase	School now has 10 two wheeled scooters and 12 three wheeled scooters. Scooter playtimes embedded for all classes. These activities have greatly increased the activity levels of some of our least active children. Scooter Duathlon postponed due to school closures	Summer term has seen a drop off in enthusiasm for scooter playtimes. Survey children to develop new system for scooter playtimes which meets their needs

<p>Multi Event Sports</p> <p>Introduce Multi Sports Events to lessen focus on single sports and find something every child can be successful at</p>	<p>Scooter Duathlon February 2021</p> <p>Fancy Dress Biathlon to link with the Olympics (Dress as your favourite Olympian, run and Archery Shoot)</p>	<p>Included in PE Coordinators Salary</p>	<p>Multi-sport events postponed due to school closures.</p> <p>Santa Dash completed for all children in December 2020</p>	<p>Multisport events included in the 2021/22 plan</p>
<p>Riding for the Disabled</p> <p>Introduce horse riding into the PE curriculum for SEND, looked after or children with Social and Emotional needs. New RDA site being built in Buxton</p>	<p>Small group sessions at the Buxton site to promote confidence and resilience amongst our most vulnerable children</p> <p>Ask HPSSP to include RDA into their annual events</p>	<p>Included in PE Coordinators salary</p>	<p>COVID restrictions meant that the new RDA indoor arena in Buxton has not yet been completed.</p>	<p>Factor RDA into 2021/22 action plan</p>
<p>Pupil Voice</p> <p>Survey children to find out what sports they would like to be included in the PESSPA curriculum</p>	<p>Survey children before Christmas 2020</p>	<p>Included in PE Coordinators salary</p>	<p>Pupil Voice survey carried out by Sports Captains in September 2020 to find out children's experiences of physical activity during lockdown. Their responses have been factored into activities offered this year e.g., scootering and cycling</p>	<p>Further Pupil Voice questionnaires every term managed and delivered by Sports Captains. Subjects to include:</p> <ul style="list-style-type: none"> - Playtime activities - External sports events and activities - Special events and activities

<p>Further develop OAA curriculum to include more activities</p>	<p>Tunnels and Bridges Challenge launched for October Half term</p> <p>Class OAA walks planned and delivered</p> <p>Whitehall Residential sessions for years 4,5 and 6 in Autumn 2020</p>	<p>Included in PE Coordinators salary</p> <p>Whitehall trips funded by parents</p>	<p>21 Bridges challenge completed in Winter 2020 – bringing walking and orienteering into the curriculum.</p> <p>Kinder walk for year 6 completed</p> <p>Whitehall activity days completed for years 3,4,5 and 6 bringing a range of adventurous activities to a younger audience (canoeing, climbing, caving, scrambling, night activities and rope work).</p> <p>Forest Schools sessions delivered for upper KS2 children bringing a wider range of OAA activities into the curriculum</p> <p>Orienteering Course updated with new plaques and schemes of work. Full half term completed by year 5 and 6</p>	<p>PE Coordinator to complete Forest School Leader training. This will enable more classes to have access to formal Forest School sessions.</p> <p>Aim to have all classes participate in Forest Schools sessions in 2021/22</p> <p>Continue to develop orienteering offer as part of OAA in curriculum time</p>
<p>Local Club Links</p> <p>Further develop local club links to give children a better ad different experience of certain sports</p>	<p>Take small group to New Mills Golf Club to use the interactive Golf machine</p> <p>Promote Buxton Basketball Club Saturday sessions – particularly for children who do not play football or Take Part</p>	<p>Included in PE Coordinators salary</p>	<p>Club links on hold this year due to COVID restrictions and bubble working.</p>	<p>Re-establish local club links when all clubs back up and running as normal</p>

<p>Water Sports</p> <p>Promote water sports as an option for children to participate in outside of school.</p>	<p>Deliver full term of Water polo for year 4 and 5 swimming. Offer taster session for all children at the end of each swimming term</p> <p>Water Safety talk to all KS2 children to encourage safe use of open water and introduce the idea of outdoor water sports such as sailing, paddle boarding and swimming</p>	<p>Included in PE Coordinator salary</p> <p>Swimming from school budget</p>	<p>School swimming restarted in April 2021 working directly with New Mills Leisure Centre. Year 5 non swimmers and year 4 attending weekly hour- long sessions with a focus on teaching and learning along with play-based water confidence.</p> <p>Water safety talk and drama session delivered in the Torrs for year 5 to replace the unit of water safety work they missed as part of their school swimming module.</p>	<p>Continue school swimming with year 4 and year 5 non swimmers.</p> <p>Deliver water polo module for all children by Easter 2022</p>
<p>Dude Perfect Trick shots</p> <p>Use web-based resources to promote Target skills and teamwork. Show children that there is more to life than team and traditional sports</p>	<p>Run a Ping pong Trick shots afternoon for KS2. Children would have access to a variety of resources and would then be given the chance to create their own trick shot. Points for teamwork, collaboration, and innovation</p>	<p>Included in PE Coordinators salary</p>	<p>Ping Pong trick shots sessions delivered for 3 of the KS2 classes. Massive success and engaged children who are hard to reach with traditional PE subjects</p>	<p>Factor these sessions into curriculum for 2021/22</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Capital Costs - £3,955 (74%) Staffing Costs - £2623 (20%)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Virtual Competitions Compete in PEGS and High Peak wide virtual competitions	Work with HPSSP and PEGS cluster to set up and deliver virtual competitions within COVID guidelines. Ensure maximum participation from all children	Included in PE Coordinators salary High Peak membership in budget	We have maintained our high level of participation in competitive sport this year despite school closures and restrictions. We have factored informal competition into all PE lessons and Daily Mile sessions which has familiarised the children with the rules around competition. We have taken part in a wide range of virtual competitions at New Mills and High Peak level. The children loved these events and it showed how much they had missed competitive sport. <u>Reception/KS1</u> 100% of children have taken part in 2 intraschool competition this year (Daily Mile Challenge and Santa Dash) 43% took part in 21 Bridges <u>Year 3</u> 100% have taken part in 2	Return to face-to-face competition in September. The virtual competitions were no replacement for real competitive experiences.

			<p>Intraschool events (DM challenge and Santa Dash). 100% also took part in the interschool cross country at NMS pavilion 91% took part in Bikeability and 30% in 21 Bridges</p> <p><u>Year 4</u> 100% took part in 2 intraschool events (DM Challenge and Santa Dash). 100% took part in 1 interschool virtual comp (Golf) 70% took part in Bikeability and 35% in 21 Bridges</p> <p><u>Year 5</u> 100% took part in 6 Intraschool competitions 100% took part in 3 Virtual interschool events 53% took part in 21 Bridges and 75% in Bikeability</p> <p><u>Year 6</u> 100% took part in 4 intraschool competitions 100% took part in 6 interschool virtual competitions 50% took part in 21 Bridges</p>	
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<p>After School Clubs</p> <p>Use after school clubs to increase confidence in particular sports which will in turn encourage more children to want to participate in competitive sports opportunities in those sports</p>	<p>Set up Netball after school club for year 5 this year, coached by Katy Evans who is a specialised Netball coach</p>	<p>Included in PE Coordinators salary</p> <p>Parents paid for after school club</p>	<p>Netball club run for year 5 bubble in Autumn 2020.</p> <p>Parents surveyed for possibility of other after school clubs but demand not high enough in each bubble to make them viable.</p> <p>School started its own wrap around care in January 2021 which has lessened the demand for after school sports clubs</p>	<p>Explore potential for after school bike club</p> <p>Reinstate Netball club for year 5 and 6</p> <p>Think of ways to bring formal sports activities into wrap around care sessions.</p>
<p>Friendly Fixtures</p> <p>Use friendly competitions with other schools to introduce competitive sports to children who may be less confident at a full PEGS level (B and C Teams)</p>	<p>Organise Netball fixture with St Marys and Hayfield</p> <p>Organise football fixture with St Marys and Hayfield</p>	<p>Included in PE Coordinators salary</p>	<p>We have been unable to play friendly fixtures against other schools this year</p>	<p>Look at bringing these fixtures into 2021/22 calendar</p>
<p>Intra School Sports Events</p> <p>Increase number of competitive intra school events and activities led by Sports Captains. Focus on mixed gender and year group teams where possible</p>	<p>Bench ball tournament</p> <p>Tri Golf Tournament</p> <p>Tennis Ladder</p>	<p>Included in PE Coordinators Salary</p>	<p>We have run 7 intraschool competitions this year for a variety of year groups. They have all taken place 'virtually' as each bubble has taken part at a separate time.</p>	<p>From a time, point of view, this is not a sustainable approach. For all KS2 children to take part in the cross-country competition, it required me to run the event 4 times rather than once.</p> <p>Return to face-to-face intraschool competition in September</p>

<p>Links with Local Clubs</p> <p>Develop links with local clubs to encourage children to continue with competitive sport outside of school. Build on work from previous years</p>	<p>Invite a range of clubs into school to run taster sessions to help direct children to clubs outside of school hours. Targets for this year:</p> <p>New Mills Tennis Club Buxton Basketball Club Torrs Netball Club</p>	<p>Included in PE Coordinator cost</p>	<p>We have been unable to invite representatives from clubs into school this year. Where possible and appropriate, we have directed individual children to external clubs e.g., Stockport Harriers</p>	<p>Re-establish links in September 2021. Focus on NM Golf club NM Tennis Club Stockport Harriers NM girls football club</p>
<p>Complete the journey to Platinum</p> <p>Deliver Action Plan to complete the journey to Platinum School Games Award. Award recognises the consistently high standard of approach to PESSPA for the last 5 years</p>	<p>Achieve School Games GOLD award for the 5th consecutive year</p> <p>Complete evidence for Platinum case study using film resources.</p> <p>KS2 short film competition run Autumn 2019 to develop children's film making skills in preparation for creation of Platinum film case study.</p>	<p>Included in PE Coordinator cost</p>	<p>No School Games Marks have been awarded this year. We are confident that we would have reached the standard for Platinum anyway, but we will have to pursue this next year.</p>	<p>Carry forward to 2021/22</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	