

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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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 this year – 2021/2022	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Every Day Active Uniform – Positive results from consultation with parents, staff and children. This change has resulted in an extra 40-minute active time per child per week. • Maximum use of all play spaces at break and lunch times through better timetabling. This has delivered more active, better-quality playtimes. • Brain breaks embedded in KS1 • Daily Mile embedded in school culture. KS1’s ‘Baby Shark effect’ • PE Interventions and different approach to teaching certain classes to benefit SEND children • Forest Schools and Outdoor learning embedded in curriculum for all classes. This has helped to increase activity levels and adventurous play opportunities • Midday Supervisor Training – Learning through Landscapes and Beacon Schools. Better relationships between middays and their classes. Better quality play. • Class Dojo – Key in raising the profile of PESSPA amongst parents and staff. • Sports Captains scheme – Has gone from strength to strength. Current captains have pushed the boundaries of the scheme and have taken all the opportunities offered to them. • Improved OAA offer to years 2 – 6. Better communication of the benefits to parents. • Getset4PE – The scheme has given staff the confidence and resources to teach a wide range of PE subjects • Work Experience Students – A wide range of students have come to NMPS to experience our high-quality PE offer. The next generation of PE specialists. 	<ul style="list-style-type: none"> • Re assessment of need for school swimming, focus on non-swimmers and slower learners. • Brain Breaks KS2 – embed brain breaks in KS2 lessons • KS2 Playground – re-examine how we could fund improvements to deliver a high-quality play space for all children • Targeted PE Interventions for class with a wide spread of ability. Better ratios of staff to learners for these classes • Improve facilities for dealing with mud to enable maximum active time outside in Forest School sessions. Canopy, shelving etc • Family based interventions – revisit how we can increase activities rates among whole family groups • Improved communication with stakeholders and wider community through school You tube channel • Midday Supervisor training – Further develop our training to build on current success in delivering high quality playtimes • Widen leadership opportunities through Sports Leaders scheme – Sports Captains and Sports Leader hoody’s • OAA walks for a wider range of classes • After School Clubs – introduction of sports based after school clubs. Training for wrap around staff to use scooters and balance bikes • Development of topic-based Dance modules • Develop relationship with Aquinas College to enable more work experience students to visit the school • Forest School Leader or assistant training for Teaching Assistants

<ul style="list-style-type: none"> • Beyond School Swimming – We have looked beyond standard swimming lessons and delivered a wide range of water-based activities. • Schools Sports – High rates of demand for and participation in school sports (on average 5 events per child for Intra and 5 events per child for interschool sports events). Bespoke matching service for hard to reach and least active children. • Complete the journey to Platinum – After a 2 year wait due to Covid, we have achieved Platinum School Games status this year. 	<ul style="list-style-type: none"> • Continue to improve links with local sports club’s post Covid and promote these clubs to parents and children.
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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>	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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. The current year 6 did not do school swimming as a class due to Covid. As the standard of swimming was in general very high in the class, we decided to focus on school swimming for the younger year groups many of whom had never been in a

swimming pool before. We did take 2 year 6's swimming to enable them to reach the required standard. We carried out additional water safety activities for the current year 6 to ensure they did not miss this important part of school swimming.

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: 2021/22	Total fund allocated: Sports Premium budget topped up to £20,000	Date Updated: June 2022		
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				Percentage of total allocation: Capital costs – 20% Staffing Costs – 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 with mixed year groups. Re Introduce buddy system to encourage partnership working and children pushing each other to run further.	December Distance Challenge for all classes Head-to-head class challenges and racing to bring competition to the session Optional logbooks to motivate less active children	Included in PE Coordinators salary	Daily Mile is now fully embedded in our school. Children rarely question why we do it and it has become just something we do in the mornings. Enthusiasm for actual running varies in KS2 but the various schemes we have in place help to keep it fresh and relevant. The children enjoy big rope skipping the most and this has had a massive impact on the fitness and timing skills of many children. In KS1 enthusiasm is not a problem, the children run	Sports Captains to take more of a role in running boost initiatives for Daily Mile. Covid has prevented us having a full range of buddy systems in place this year. We will reinstate these initiatives from

	Sports Captains to lead the way in Year 6		out of school and seem to really enjoy the sessions. The big success of the year has been the introduction of Baby Shark as a last lap song. It indicates to the children that we are nearly finished and means we end on a fun game where they learn dodging skills without even knowing it.	September 2022.
Brain Breaks Refresh Brain break activities in all classes and monitor their use across the school	PE Coordinator to work with individual classes to help make these a regular activity Pupil voice questionnaire or chalk board for which are their favourite brain break activities	Included in PE Coordinators salary	Brain breaks are now used regularly in KS1. Staff see the benefit of their use and say that they help to refocus the children or embed a piece of learning through song and dance. In KS2, the number of supply teachers in school this year has made it difficult to ensure brain breaks are used consistently across the school.	Relaunch Brain breaks for KS2 including lists next to the whiteboard of suitable sites and passwords.
KS2 Playground Start process to refurbish elements of the KS2 playground. Pupil Voice surveys run by Sports Captains to find out what children would like. Aim to make KS2 playtimes more active for all children	Pupil Voice surveys Explore costs and options with playground designers Grant applications and fundraising	Management time included in PE Coordinator salary Grant funding paid for actual works	A project to update equipment on the KS2 playground will cost around £60k, something which is out of our reach at present. An area of unusable shrubbery has been grassed over using the school budget, this has given us an area of flat grass for giant chess and other games which encourage less active children to be more active at playtimes. Sports Captains designed and ran a Pupil Voice questionnaire in the Autumn which highlighted areas that the children wanted to see improved. We have therefore taken the decision to make improvements to the playground through small scale equipment and timetabling rather than a large capital scheme. We now use all the playground space every break and lunch time with a better range of activities including scooters, giant chess and non-football ball games. Midday supervisors have received training and are now more confident to manage playtimes so that they encourage activity for all children.	Work with the gardening team to ensure that the KS2 playground is suitable for play year-round. Investigate further grants and fundraising for a larger refurbishment project.

			The woodland is now in use most playtimes – our evidence shows that least active children are more active in this environment and are more likely to practice their strength and balancing skills.	
<p>Scooting</p> <p>Reassess use of scooters at playtimes and for after school clubs. Survey children to find out what they would like. Aim to make scooters accessible to those who want them at all times</p>	Pupil Voice survey	Management of scooters included in PE Coordinators salary	<p>Our fleet of scooters are a key part of our active playtime offer. The scooters have been permanently moved to a shed in the top playground and midday supervisors have been given training in their safe usage. Our evidence shows that the scooters are used by a large number of our least active children.</p> <p>Timetabled use of the top playground has also enabled us to have year 2's using the equipment and space.</p>	Continue to monitor scooter usage and survey children next year to ensure maximum activity time and enjoyment of sessions.
<p>PE Kit/uniform</p> <p>Explore options for a permanent change to uniform to create an 'Active Every Day' Uniform. The aim would be to encourage more children to be physically active during the school day and better dressed for activity in all weathers</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>	Included in PE Coordinators salary	<p>Our biggest success this year and a game changer in terms of increasing activity levels around school.</p> <p>This year we have carried out a full parent, staff and student consultation regarding replacement of the existing uniform with an Active Uniform. 80% of parents were in favour of an active uniform and nearly 100% of children.</p> <p>Governors have now approved the permanent move to an Active Uniform with no changing for PE. This has on average increased active time for each child by 40 minutes per week.</p>	<p>Monitor implementation of change to the Active Uniform. Ensure parents are choosing suitable footwear for their children (boots still a problem).</p> <p>Write case study for other local schools to encourage them to consider a similar change in uniform.</p>

<p>PE Interventions Use additional PE Interventions with specific children or groups to fill gaps in knowledge, confident or ability. Focus on Swimming, cycling, ball skills, fitness</p>	<p>Identify candidates for intervention through PE assessment grid</p> <p>1-1 sessions where possible 1-2 Chimp Management</p> <p>Learn to ride Bike sessions for KS2</p>	<p>Included in PE Coordinators salary</p>	<p>There have been a number of PESSPA interventions this year</p> <ul style="list-style-type: none"> • Chimp Management for Year 6 child with anxiety issues • 1-1 swimming support for year 3 child (PP, SEN, Social Care) • Change of approach to year 3 PE to take account of differing abilities 	<p>Timetable changes from September 2022 will enable us to do more PESSPA interventions.</p> <p>Focus will be on year 2, 4 and 6</p> <p>RDA sessions for children who would benefit</p>
<p>Outdoor Education</p> <p>Embed Outdoor Education and Forest Schools in the whole curriculum. Promote benefits of outdoor learning and play</p>	<p>Learning through Landscapes training in September for all Midday and support staff</p> <p>Monitor levels and quality of outdoor learning throughout the year and its impact on key children</p> <p>Clarifying insurance issues around tree climbing. Extend area for adventurous playtime activities</p>	<p>Included in PE Coordinator and Forest School Coordinators salary</p> <p>Learning through Landscapes grant £500</p>	<p>FS and Outdoor learning is now embedded in the school curriculum. Each class has a Forest School session most weeks and children and parents appreciate the benefits of playing and learning outdoors</p> <p>Positive response to LTL training from Midday team. Increased confidence of staff to deliver play and lunch sessions with different equipment in different parts of the school grounds.</p> <p>Cover obtained for tree climbing and FS activities. Woodland area further extended and is used for active playtimes and lunch sessions as well as one off curriculum play sessions.</p>	<p>Installation of canopy, welly store and seating outside the hall door to enable faster turn arounds for outdoor sessions.</p> <p>Use Class Dojo to promote the benefits of FS and outdoor learning on physical and mental health</p> <p>Invite a parent to FS sessions for all classes</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
<p>Capital costs – 20%</p> <p>Staffing Costs – 20%</p>				
<p style="text-align: center;">I n t e n</p>	<p style="text-align: center;">Imple menta tion</p>	<p style="text-align: center;">Impact</p>		

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<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Photo Library</p> <p>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 all photos across the school would help standardise the use of photos for each subject and class.</p>	<p>Create One Drive folders for each class for central organisation of photos</p> <p>Encourage more teachers to Tweet the 'ordinary' from their classes to improve communication between school and parents</p> <p>Create 21 Bridges wall display</p>	<p>Included in PE Coordinators salary</p>	<p>Class Dojo now in use as the main communication tool for parents. This has had a massive impact on raising awareness of PESSPA to all parents.</p> <p>One Drive of photos has not been successful due to the poor upload speed of the school systems</p> <p>21 Bridges and Outdoor Education wall displays created to promote physical activity and PESSPA around the school.</p>	<p>Ask Governors to consider use of school Youtube channel to enable us to use short films to promote PESSPA</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>Youtube channel approved by Governors and used by all staff to communicate Sports results, activities, and special events</p> <p>School Games Values film competition to be run for Year 5 and 6</p>	<p>Included in PE Coordinators salary</p>	<p>Short film made for Year 1 Triathlon – well received by parents on Class Dojo</p> <p>Year 6 made School Games films to promote School Games Values</p>	<p>Ask Governors to consider use of school Youtube channel to enable us to use short films to promote PESSPA (they have not authorised up to this point because of GDPR issues)</p>

<p>Long term, family level, changes in Physical Activity</p> <p>Build on the success of the Trig Point Challenge and 21 Bridges to engage 'whole family' groups in PESSPA events and activities</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>After school family Bike club established</p> <p>Link PESSPA and PSHE curriculum more closely through classroom sessions</p>	<p>Included in PE Coordinator Salary</p> <p>PTA funding for purchase of school bikes</p>	<p>Unable to run family bike club due to the cancellation of Mountain bike leader training (3 times) due to Covid.</p> <p>Links made with Move More Officers in the High Peak</p> <p>Bring a parent to Forest Schools sessions for key year groups. Promotion of mental health benefits of outdoor education</p> <p>Other initiatives to encourage family activity were put on hold due to Covid restrictions in school.</p>	<p>PE Coordinator to complete mountain bike leader training</p> <p>Further bring a parent to FS sessions</p> <p>Link key families with Move More officers activities.</p>
<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>Monitor playtimes to ensure consistent good practice in line with Play Policy</p> <p>Better use of the woodland and wooded areas for playtimes</p> <p>Re establish buddy system across year groups and playground leaders scheme</p>	<p>Included in PE Coordinators salary</p>	<p>Benefits of woodland play promoted across the school to staff and midday team. Ongoing training and discussions about the importance of free play in a variety of play spaces.</p> <p>Regular use of the woodland for break and lunch time sessions. Evidence shows play in these areas is more active, equitable and cross age and gender groups.</p> <p>Midday team have completed training modules on positive communication during play sessions. This training has led to calmer and less confrontational play times</p> <p>Year 6 led year 2 play sessions on the top playground. This has been very successful in developing year 6 as leaders and enabling year 2 to have a wider range of play opportunities.</p>	<p>Continue with ongoing Midday Supervisor training</p> <p>Year 1 play sessions on the top playground led by Sports Leaders as well as Sports Captains</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>Values based learning objectives in PE 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>Year 6 made School Games films to promote School Games Values</p> <p>Values based morning for year 5 including team games, drama and logo design</p> <p>Values embedded in all aspects of PESSPA.</p>	<p>Continue to promote School Games Values through PESSPA, playtimes and curriculum based learning</p> <p>Train Midday team in School Games Values. Enable them to give sticker rewards for displaying values at playtimes.</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>Whole School events have been limited this year due to Covid restrictions.</p> <p>Santa Dash for whole school run in December</p> <p>Year 1 Mini Triathlon run by Year 6 Sports Leaders</p> <p>Mini Olympics Sports Day to be run in July 2022</p>	<p>Triathlon (with swimming) run from NM Leisure Centre</p> <p>Winter Biathlon event</p> <p>Whole School Daily Miles run every term</p>
<p>Pupil Leadership Scheme</p> <p>Relaunch Sports Captains role. 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>Massively successful Sports Captains scheme this year. We recruited 4 self-starting year 6's who have taken on the role and made it more than it has ever been. Regular Sports Captains meetings have been held where they have set the agenda, come up with ideas and implemented activities.</p> <p>Leadership opportunities given to a wide range of year 6's as well as Sports Captains.</p> <ul style="list-style-type: none"> Year 6's took year 2's to Boccia competition, Year 6's ran the Year 1 Triathlon 	<p>Recruit 4 Sports Captains from year 5 in June 2022</p> <p>Give leadership opportunities to more year 6's through use of Sports Leadership hoodys for one off events</p> <p>Develop role of Sports Captains further in school</p>

			<ul style="list-style-type: none"> • Year 6's leading year 2 playtimes • Year 6's worked with Reception buddy's on Easter Egg treasure hunt • Change 4 Life Champions from year 5 took part in event • Sports Captains have worn their hoodys all year and it has raised the profile of the scheme. Now year 3's talk about being Sports Captain when they are in year 6. • Sports Captains delivered a year 1 PE lesson alongside the teacher. 	
<p>Pupil Voice</p> <p>Further embed pupil voice within the PESSPA curriculum. Link to wider pupil voice within the wider school</p>	Sports Captains to coordinate pupil surveys around different issues including playtimes, uniform, special events and active mile sessions	Included in PE Coordinators Salary	<p>Pupil Voice survey carried out by Sports Captains in Autumn term. Results used to inform range of activities on offer at break and lunch times.</p> <p>All children consulted over move to an every day active uniform.</p>	New Sports Captains to carry out Pupil Voice in September 2022.
<p>Merge PESSPA curriculum with Healthy Lifestyle education</p> <p>Further embed healthy eating education within PESSPA activities</p>	Promote links between energy in and energy out, good, packed lunch choices, processed versus non processed food	Included in PE Coordinators Salary	<p>Ongoing discussions with children regarding healthy eating choices.</p> <p>Change 4 Life Champions ran healthy pizza making and food tasting session for year 5</p> <p>Discussions and practical cookery sessions now linked to Forest School curriculum. This has been a very successful place to discuss the origins of food, health and processed versus non processed foods.</p>	Develop cooking offer in the woodland and links between food production and healthy eating.
<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>	Plan and deliver OAA walks for all classes (not Reception) Year 1 – Mellor Cross Year 2 – Mellor Cross	Included in PE Coordinators Salary Volunteer	<p>OAA walks for all classes limited due to Covid restrictions and lack of time in the timetable for these events.</p> <p>Kinder walk for year 6 – linked to local history</p>	Deliver at least 2 OAA walks next year.

Links to curriculum around local history, landscape, habitats and geography	Year 3 – Lantern Pike Year 4 – Kinder Reservoir Year 5 – Big Stone Year 6 - Kinder	Mountain Leader to supervise	curriculum	
Wrap Around Care Provide more opportunities for sports games play across year groups outside of curriculum time.	Introduce formal sports sessions into wrap around care.	External providers	It has taken a full year to fully embed the wrap around care offer into school. Parents and children have found their routine and we have provided the wrap around team with new equipment so that they can deliver active play sessions before and after school	Introduce formal sports sessions into wrap around Train and encourage staff to use scooters and balance bikes

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Capital Costs – 20% Staffing Costs 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?
<p>Skill development of staff who teach PE</p> <p>Ensure all staff who teach PE are confident with their subject, understand good practice and feel supported in terms of PE planning</p>	<p>New topic-based approach to Dance. Work with Leah from UK Sport Coaching to deliver Dance CPD for all staff</p> <p>Team Teach with staff who are less confident in certain areas</p> <p>Creation of Non-Participation Cards for circulation to all staff</p> <p>Embed new scheme of work Getset4PE</p>		<p>Included in PE Coordinators Salary</p> <p>Part of sum paid to NMS and UK Sport Coaching for CPD</p>	<p>Getset4PE has been a game changer in staff ability and confidence to teach PE. We now have an easily accessible scheme of work which teachers can use as the starting point for their PE lessons.</p> <p>Nonparticipation cards trialled and roled out to staff</p> <p>Team teach with year 1, year 2, trainee teachers and supply teachers to build knowledge and confidence to teach PE in all settings.</p> <p>CPD on Dance delivered to staff. Evidence shows that staff are now teaching more dance then ever before.</p>
				<p>Sustainability and suggested next steps:</p> <p>Further develop topic-based Dance</p> <p>Work with NM School to develop Dance offer through new Dance specialist PE teacher</p> <p>Continue team teach approach with all classes</p>

<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 2hrs 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>Use more one-to-one cycling sessions with children who might benefit</p>	<p>Included in PE Coordinators Salary</p>	<p>Better focus on children with SEND in lessons through higher staff ratios</p> <p>Differentiated lesson plans and separate groups to ensure all children are having a positive experience of PE</p> <p>More 1 – 1 work in lessons with children with SEND.</p> <p>Children with SEND targeted for certain sports and activities outside of curriculum time</p> <p>Use of extra woodland sessions to help children with SEND engage with the classroom curriculum</p> <p>Adaptation of curriculum to ensure activities on offer appeal to children with SEND eg golf, cycling etc</p>	<p>Continue to lobby SLT for higher ratios in certain classes where children with SEND would benefit</p> <p>Continue to develop SEND offer through specific interventions eg Riding for the Disabled.</p> <p>Use of extra woodland sessions to help children with SEND engage with PE and the classroom curriculum.</p>
<p>External CPD</p> <p>Use of external agencies where appropriate to help teachers develop their skill and confidence</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>New Mills Tennis Club links</p>	<p>Included in PE Coordinators salary</p> <p>NMS and UK Sport included in retainer for external sports competitions</p>	<p>CPD in Tennis from NM Tennis club</p> <p>Dance CPD from Getset4PE for all staff.</p> <p>UK Sport no longer in retainer therefore we are now more flexible to seek CPD from other sources.</p>	<p>Continue to refresh staff skills and knowledge through use of external CPD and links with local clubs.</p>

<p>PEGS Cluster working to improve quality of PE provision 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 Skills Swap with St Marys on Netball Invasion skills</p>	<p>Included in PE Coordinators salary</p>	<p>Skills swaps with Hayfield and St Marys on a range of sports and activities</p>	<p>Work more closely with PEGS schools to share information and good practice.</p>
<p>PE Apprentice/Work Experience Explore new options for apprentice and work experience students to shadow teaching at NMPS</p>	<p>Formalise PE work experience placement for New Mills School Contact Level 5 providers to offer placement opportunities</p>	<p>Included in PE Coordinator salary</p>	<p>Three PE specific work experience students from NM School taking a placement in July 2022 – 2 of these were previous sports leaders at NMPS. Work Experience placement given to ex pupil now completing an A level in Sport.</p>	<p>Develop relationship with Aquinas college to encourage more work placements at NMPS.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: Capital Costs – 20% Staffing Costs – 20%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Multi Event Sports 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 Biathlon (Dress as your favourite Olympian, run and Archery Shoot)</p>	<p>Included in PE Coordinators Salary</p>	<p>Year 1 Triathlon gave children the chance to directly compare a range of sports and understand which ones they preferred and why. Daily Mile and skipping has shown our children that an activity which is sometimes less attractive (running), can be made more fun with the inclusion of</p>	<p>Biathlon or Triathlon planned for next year</p>

			other activities (skipping).	
<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>RDA site now open in Buxton. We have started discussions with RDA and are now on the waiting list for inclusion in sessions</p>	<p>Take small group of students to RDA sessions for social and emotional wellbeing.</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 2021</p>	<p>Included in PE Coordinators salary</p>	<p>Surveys showed that children wanted more dodgeball in particular. We have now invested in some new equipment and session plans to help deliver better quality dodgeball sessions.</p>	<p>Sports Captains to work with School Council to develop ongoing pupil voice questionnaires.</p>
<p>Further develop OAA curriculum to include more activities</p>	<p>Class OAA walks planned and delivered</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>Re establish full programme of residentials working with The Whitehall Centre, Lea Green and Kingswood</p>	<p>Included in PE Coordinators salary</p> <p>Residentials funded by parents</p>	<p>OAA curriculum embedded throughout the school. Strategy for residentials communicated to parents so they are prepared for the costs of each trip and understand the benefit to children.</p> <p>Year 2 – Whitehall day Year 3 – Whitehall day Year 4 – Whitehall 1 night Year 5 – Kingswood – 2 nights Year 6 - Lea Green 3 nights</p>	<p>Forest School Assistant training for one Teaching Assistant in school.</p>

			PE Coordinator now Level 3 Forest School Leader. Each class now has access to one FS session per week.	
<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>Better links with Stockport Harriers and New Mills Tennis Club</p> <p>Short film competition for year 5 and 6 to promote their chosen after school club</p>	Included in PE Coordinators salary	<p>Links made and remade with the following clubs this year. Better communication between school and clubs has led to more children taking up opportunities for sports and activities outside of school:</p> <ul style="list-style-type: none"> • Apex Cheer • Loud and Proud Cheer • NM Tennis Club • Buxton Basketball Club • Stockport Harriers • Buxton Athletic Club • New Mills Cricket Club <p>We have contacted parents on an individual basis to recommend clubs and activities for their children. We have found this approach has the biggest impact and often results in children attending clubs outside of school.</p>	<p>Re issue local clubs spreadsheet to parents to help them make better choices about after school sports and activities.</p> <p>Continue to contact parents individually to recommend clubs or activities for certain children</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 5. 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>Water Polo taught during swimming sessions. Increase in swimming fitness of children who took part.</p> <p>Water safety walks delivered to years 5 and 6. Discussions about water safety in the torrs and drama session to explore water safety scenarios</p>	<p>Taster day with Combs sailing club</p>
<p>Cycling</p> <p>Continue to work towards target of having all Year 5 children <u>able</u> to take part in Bikeability Level 2.</p>	<p>1-1 cycling support for those who need it</p> <p>After school Bike club established</p> <p>Balance Bikes for Reception class and Bikeability for years 3,4 and 5</p>	<p>Included in PE Coordinators salary</p> <p>£300 for MTB course</p>	<p>Balance Bike sessions for Reception during Autumn and Summer terms.</p> <p>Unable to run after school bike club due to cancellation of training 3 times due to Covid.</p>	<p>PE Coordinator to attend MTB leader training. Set up after school bike club.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Capital Costs – 20% Staffing Costs – 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:
Re establish attendance at external sports events at New Mills, High Peak and County level.	Manage participation rates to ensure opportunities for all, new experiences for some and a variety of game play situations for our most capable children	Included in PE Coordinators salary High Peak membership in budget	We have competed in a full range of School Sports this year both at New Mills and High Peak level. We have attended 43 external Interschool sports competitions and festivals 100% of children have attended at least 1 event In KS2 the average number of events attended has been 5 In KS1 the average number of events attended have been 2 We have run 15 Intraschool Sports competitions. On average, children in KS2 have taken part in 5 intraschool events. Children in school now constantly ask what the next sports event is and what they have to do to be	Continue to attend events at every level Continue to prepare children for these events to ensure they have a positive experience.

			able to attend. Bespoke team planning to ensure a wide range of relevant opportunities for all children.	
<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 competitions in those sports</p>	<p>Re-establish Netball after school club for year 5 this year, coached by Katy Evans who is a specialised Netball coach</p> <p>Cycling After school club</p>	<p>Included in PE Coordinators salary</p> <p>Parents paid for after school club</p>	<p>After school Tennis club started Easter 2022</p> <p>Other after school sports clubs put on hold until wrap around care system was embedded in school.</p>	<p>Develop relationships with external providers with a view to setting up more after school Sports clubs. Target</p> <p>Netball Dodgeball Cycling</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>Due to lack of space in the timetable, we have been unable to set up any friendly fixtures this year.</p>	<p>Arrange friendly fixtures after school</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>Sports Captains have been key to delivering a range of Intraschool sports competitions this year. Our Sports Captains have run a bench ball tournament and a dodgeball tournament for KS2, each event attracted over 50 children.</p> <p>Work Experience students tasked with delivering a day of intraschool sports activities during their week with us.</p>	<p>New Sports Captains to run one intraschool tournament per full term guided by pupil voice.</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>Buxton Basketball Club Torrs Netball Club NM Golf club NM Tennis Club Stockport Harriers NM girls football club</p>	<p>Included in PE Coordinator cost</p>	<p>Links with local clubs have been re-established this year</p> <ul style="list-style-type: none"> • Apex Cheer delivered a taster session in school for year 4 • NM Tennis Club delivered a taster session for year 6 at the tennis club • Links and information about sessions and activities have been communicated by school for a range of external clubs which has resulted in a wider range of children attending after school sports clubs 	<p>Update Clubs and Activities spreadsheet and circulate to parents</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 6th 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>Platinum application submitted</p>	<p>Maintain standards for Platinum status and work with other PEGS schools to develop their School Games standards.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	