

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 your 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 July 2020. To see an example of how to complete the table please click [HERE](#).

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 2020:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. Continuation and development of Active running for our 5th year running. Successful consultation with children through a survey about how to make DM more interesting and appealing. Installation of new initiatives to meet this need including long and short rope skipping. Highly successful Whole School Mile for Sport Relief and December Distance challenge for KS2. 2. Profile of PE continues to be raised across KS1 and KS2. Use of social media (Twitter) to promote sport and physical activity events to parents and the wider school. Introduction of short films to promote events and initiatives rather than written newsletters which people often don't read. 3. School Games Values film making competition – year 5 and 6 children had the chance to create a short film about one of the School Games values. Cross curricular learning combining ICT, PE and PSHE 4. Parent Consultation – This year we have carried out a range of consultation activities with parents around after school club provision and active travel. These surveys have given us an insight into the needs and views of parents and what they need from the wider PESSPA curriculum. 5. Cross curricular PE activities linked to whole school topic. Successful Whole school Morris Dancing showcase and street dance sessions linked to our topic about the United Kingdom 6. Staff taking on new PE subjects and feeling confident to teach in unusual areas e.g. skipping lessons, rugby and athletics. Better sharing 	<ol style="list-style-type: none"> 1. Develop strategy for continuing running sessions in 'bubble' format 2. Use of short film formats rather than written text to communicate to parents, children and stakeholders. Promotion of PESSPA through social media. 3. Complete KS1 Playground project. 4. Pursue results of Active Travel survey with governors, stakeholders and parents – student protest 5. Development of central photo library at school to enable better use of images to promote PESSPA to parents and stakeholders 6. Further development of staff confidence and ability to teach dance in PE. Development of central planning resource for dance 7. Work with New Mills and High Peak stakeholders to establish how School Sport can take place with social distancing in place 8. Improve quality of PE teaching and assessment through smaller group sizes and differentiated tasks and activities 9. Development of more intraschool competitions targeting SEND children through non team sports, ladder systems and individual challenge 10. Continue to develop before and after school sports clubs offer which meet the needs of children and parents – monitor quality to ensure

of central lesson planning resources to ensure consistency across the school and progression between year groups

7. NMPS continue to offer a huge range of sports and activities so that every child can find their 'thing'. Despite school closures, children have still participated in 15 different types of sports activities throughout the year. Each activity has been taught in school during lunch time clubs and practises and five sports have been integrated into PE lessons to raise the standard of the game when we compete externally e.g. Sportshall Athletics, golf
8. Despite school closures children have taken part in nearly 24 different sports events throughout the year. 100% of children have taken part in at least one external sports event. In KS2 children have taken part in an average of 4 events each before school closures
9. GOLD School Games Award attained for the fourth year in a row. This was attained based on actual data to March rather than predicted data to year end.
10. Increase in 'active minutes' across the school day through increased use of Brain Breaks and better reward systems for PE changing.
11. Better links with local sports clubs. Active filtering of children from school sports events towards a number of local clubs which have now seen their numbers rising. Particular success in athletics, girls football, tennis, netball, golf and rugby.
12. More and better quality Intra School sports events – successful whole school Scooter Duathlon, KS2 Benchball tournament and December Distance running Challenge. Intra school competition now brought into PE lessons at the end of each unit of work e.g. benchball and basketball tournaments.
13. Improved sharing of best practise across the PEGS cluster. Formal and

consistent standards

11. Confirm final format of School PE kit post COVID19 – Children dressed for an active school day, no changing times, more active minutes
12. Develop new database of parent volunteers to help at sports events and transport children. More children able to participate.
13. Take on PE apprentice to benefit the sector and PEGS cluster
14. Form partnership with Riding for the Disabled in Buxton and negotiate use of their new indoor arena for PE intervention work.

informal skills sharing between PE leads. PE Coordinator now plugged into national network of PE Leads. New Mills cluster now envied for its great network and system for interschool sports. NMPS now offering work shadowing opportunities for PE specialists in training

14. Developments in Playleaders and Sports Captains schemes to develop leadership opportunities for year 5 and 6. Sports Captains work with School Council to develop better playtime rotas and equipment and now choose the next years Sports Captains through a formal application process

15. Integration of OAA into the whole PE curriculum. Residential and off site experiences for years 4,5, 6 and SEN children. Trig Point Challenge developed during lockdown to encourage families to engage in OAA type activities at home.

16. Swimming – Better understanding of the levels of swimming further down the school. Survey of Year 3 and 4 pupils to identify any children who may need extra swimming support before they start school swimming in Year 4. Introduction of Waterpolo module into school swimming for more able children. Cross curricular learning from land based ball sports to water based ones

17. Cycling embedded in PE curriculum through Balance Bikes and extension of Bikeability provision. School now offering cycle training at every stage (Balance Bikes, Bikeability Level 1 and 2, Bikeability Transition, fix and learn to ride). Development of wheeled offer with inclusion of scootering activities from June 2020 with bubble system in place.

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? 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>	86%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	86%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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?</p>	No

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: 2019/20		Total fund allocated: Sports Premium budget topped up to £20,000		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:
					15%
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:
More and better quality lunch time clubs run throughout the week. Focus on active minutes during the sessions	Continue to advertise lunch time clubs for KS2. Work with kitchen staff and middays to ensure children go for lunch early to maximise time outside.		Included in PE Coordinator cost	<p>Consistently high numbers of children attending lunch time clubs and practises.</p> <p>Children consulted over which clubs they would like - this has been led by the Sports Captains.</p> <p>Better relationships with Midday and Kitchen staff to ensure that children can access early dinners in order to attend the clubs.</p> <p>Lunch time inter school competitions have been very successful and have engaged children who might not normally access a lunch time club.</p>	<p>Devolve responsibility for pupil consultation on lunch time clubs to Sports Captains.</p> <p>Encourage more year 6 leaders to create their own lunch time clubs</p> <p>Ensure rising year 2's have access to information about lunch time clubs.</p>

			Year 6 leaders now initiating and organising their own lunch time clubs (dance). They feel empowered and skilled enough to do this.	
Provide children in KS1 more climbing challenge and encourage activity through better play equipment	Complete funding package for KS1 playground refurbishments	External funding sources from Derbyshire CC, Tesco, Coop and Waitrose	Project was delayed by School closures. Project was supposed to be on site at Easter but has been put back to the summer holidays. Match funding from PTA may be limited due to lack of fundraising in summer term which we were relying on fill the funding gap	Ensure project is delivered in the summer holidays. Launched Trig Point sponsored challenge to try and raise some money to fill the gap in the budget.
Promote Active Travel options for children travelling to and from school	Continue the NMPS Every child a cyclist scheme Continue Bikeability Transition scheme where children plan journeys by bike Survey parents to find out number of children travelling to school by car	Included in PE Coordinator cost	Parent survey completed in January 2020. Results showed that parents wanted better access to morning and after school clubs as this would enable them to walk their children to school rather than drive. Survey led directly to us setting up new clubs to enable this to happen. Results showed that we already have a high proportion of parents walking to school but often only on one or two days a week. Parents identified parking and traffic problems in Meadow Street to be a big barrier to active travel to school. Further work being done with governors to explore solutions for meadow	Make survey an annual event so that we keep up to date with parents views especially in light of changes to many parents working practises as a consequence of COVID 19. Continue to work with governors on meadow street issues Children have been encouraged to bring scooters to school during COVID 19 as it is an ideal distanced activity outside. This has led to many children becoming more confident on their scooters and more able to ride them to school.

			street problems. Explored option of reward scheme for active travel options but cost was prohibitive under last years budget	
Continuation of school running scheme – Developing role of skipping in maintaining interest and enthusiasm in running	<p>Purchase of more long skipping ropes to encourage group skipping and skipping challenges.</p> <p>Introduce skipping challenge cards and a skipping routine intra school competition.</p> <p>Maintenance of grass matting to create all weather running surface on the top playground.</p>	Volunteer run scheme	<p>More children participating in running sessions. Children running more laps and spending more minutes in ‘high intensity’ zone. Obstacles, skipping and challenge cards have all engaged children in being more active during the session.</p> <p>Skipping has been the big success of this year. Year 6 have in particular engaged with the activity with improvements in fitness and coordination</p> <p>Rubber matting has meant that the grass running surface is now usable all year round</p>	Relaunch our running scheme in September under the new school structure of ‘social bubbles’. This might mean that teachers have to take responsibility for delivering running and skipping sessions rather than it being a whole school event in the morning.
More variety and frequency of After School Clubs to engage all children in activity.	<p>Look at options for Lacrosse, Basketball, Gymnastics and Forest Schools After Schools clubs.</p> <p>Survey parents and children to find out what kinds of after school clubs they want and their reasons for requiring after school care e.g. childcare or because their child wants to do that sport.</p>	Included in PE Coordinator cost	Survey run in January 2020. Parents clearly wanted better before and after school provision – particularly breakfast clubs. A number of operators were trialed and we now have a new timetable of before and after school clubs which better meet parents needs. (Lacrosse, Yoga, Multisports, basketball and forest schools	Make parent survey an annual event to ensure clubs stay relevant and well attended.

<p>Increased use of 'Brain Break's in class.</p>	<p>Summary of Brain Breaks options circulated to teachers</p> <p>PE Coordinator to work with class teachers to find a place in the day for these sessions.</p>	<p>Included in PE Coordinator cost</p>	<p>Great take up of brain breaks in year 1, 3 and 4. Used daily as a way of breaking up the lesson time. Children now ask for the resources to be used.</p> <p>The resources are more suitable for younger children so less relevant to year 5 and 6.</p>	<p>Find better brain break resources for year 5 and 6</p>
<p>Playground leaders run throughout the year</p>	<p>Playground Leaders training in September. Year 5 encouraged to organise activities which keep children active</p>	<p>Included in PE Coordinator cost</p> <p>Playground Leader training included in HPSSP affiliation £1784</p>	<p>Playground Leaders scheme now operates in KS1 only. Better engagement of leaders and participants and more child self management.</p> <p>Scheme has for the first time run all year with little adult intervention – as massive success</p>	<p>Launch Playground leaders scheme for new year 5 in September if Bubble system allows for it.</p>
<p>Individual targeting of least active children to ensure they find an activity to engage them during the school day. Chimp Management with specific children and parent consultations to ensure child feels supported in their active choices.</p>	<p>Survey of children to better understand motivation and enjoyment levels</p> <p>1-1 meetings with individual children to find out their barriers to participation.</p> <p>Buddy system to encourage least active to participate</p>	<p>Included in PE Coordinator cost</p>	<p>Chimp Management techniques used with a small group of children who were having issues with participation in physical activity. Good results for the children involved.</p> <p>Morning running sessions used to target individual children for an informal chat to find out what sports and activities they could be engaged in. This has been really successful as the children are more likely to talk openly when running rather</p>	<p>Introduce buddy system for least active children</p> <p>Role out chimp management to wider groups</p>

			than in a face to face meeting	
			We didn't manage to get the Buddy system up and running because of school closures	
Start discussions regarding footwear and uniform in school to ensure children are 'dressed for activity' at school	Research into 'active uniform' options. Present to Head Teacher and Governors Consult with parents to find out what PE kit system works for their child.	Included in PE Coordinator cost	PE kits removed from Reception class to encourage 'active clothing'. Active time in PE for Reception children has doubled as a result of removing changing time. More children in KS1 now wearing footwear suitable for an active day. COVID 19 may have done overnight what we thought might take years! Children are now in school wearing active uniforms and trainers. No PE kits across the school have led to an increase in active time in lessons by around 25%	School to clarify to parents what uniform requirements for September will be. Push for retention of black trainers as footwear and no PE kits
Liaison with Greater Manchester Moving Daily Mile coordinators. New Mills to become a model running school – helping and advising other schools who are struggling to start or maintain the initiative.	Regular meetings with GM Moving staff. Consultation with other local and national schools on best practise through national forums	Included in PE Coordinator cost	This was put on hold due to COVID 19	Look at how this relationship could be restarted in September
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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>Embed Physical ABC as the foundations for health and fitness</p> <p>Adopt real PE values for PE lessons and extend ethos to the whole school</p>	<p>Train staff in real PE, purchase lesson planning and assessment tools and software</p>	<p>£1000</p>	<p>PE Coordinator attended Real PE training. Other schemes of work were also looked at to compare price and evaluate how easy they would be to role out across the school. We decided that Real PE was too expensive and potentially too difficult to role out across the school at this time.</p>	<p>Re evaluate PE schemes again in September in light of new COVID 19 guidance</p>
<p>Raise profile of PE and School Sport with staff and parents through media channels</p>	<p>Regular updates and photos shared on Twitter.</p> <p>Continue to consult parents about methods of communication.</p> <p>Termly School Sports Bulletin emailed to parents updating on results and events</p>	<p>Included in PE Coordinator cost</p>	<p>Increase in numbers of parents using and viewing the school Twitter account. Good feedback from this resource.</p> <p>Increase in actual participation in activities as a result of Twitter reports e.g. the day after a successful Cross Country report on twitter we saw around 8 parents joining us for our morning run.</p> <p>Halo effect – good publicity about PESSPA in school leads to parents choosing more active lifestyles for their children.</p> <p>We have trialled use of short films to promote PESSPA in and around school which has been a real success. Parents and children</p>	<p>Write case study on the use of Twitter in school for High Peak and National PESSPE media</p> <p>Role out use of short films to further promote PESSPA from September. Replace written newsletter with a short film summary at the end of every term showing photos, sport results and other information.</p>

			are more likely to engage with information and photos if we put them into a short film and post online.	
Promotion of School Games Values to all children	School Games assembly Short Film Competition for KS2 based on School Games Values Discussion about School Games Values embedded in school life	Included in PE Coordinator cost	School Games Short Film competition was a huge success. We ran it for year 5 and 6 and gave the children time in lessons to make their films using school ipads. The children came up with some great ideas and all the children can now talk more knowledgeably about the School Games values. We now refer to the values in all lessons and make them to focus of some lessons in terms of the lessons learning objective. We also now include the values in end of year assessment for year 5 and 6 so that we can see how well they understand and demonstrate the values in their practice.	Run Short Film competition again next year. Encourage children who use imovie software to help those who don't so that the quality of the films improves. Continue to use school games values language in lessons, assemblies and competitions.
Develop Balance Bike sessions planning to enable the sessions to take place year round. Target 85% of Reception age children to be riding with pedals by July 2020	Weekly balance bike sessions for all children	Included in PE Coordinator costs	This is the first year which we have managed to run Balance Bike sessions through the winter. The bike storage was moved indoors and the sessions were run in the hall rather than outside. The results have been remarkable with all children in Reception now confident on a	A full scheme of work for Balance bikes has been circulated to all staff so that they can start to use the bikes independently. This has been important during COVID when the PE Coordinator was unable to work with Reception bubbles.

			<p>balance bike and many now riding on a pedal bike.</p> <p>We have also changed session times so that every child in reception had a lesson every week. This consistent approach has helped to improve riding skills dramatically.</p> <p>We also expanded the range of activities and games delivered on balance bikes with more 'bike rides' around the school grounds</p>	<p>Further staff training needs to take place so that all staff feel confident to take the children outside with the bikes.</p>
<p>New Mills Primary Cycle Scheme developed and extended</p>	<p>Introduce Learn to ride scheme and Bikeability Fix schemes</p>	<p>Included in HPSSP cost</p>	<p>Cycling is now embedded in the NMPS PE Curriculum. Children in reception learn to ride a balance bike, in year 1 and 2 continue these skills and have opportunities to improve their scooter skills.</p> <p>In KS2, children have access to the whole range of Bikeability courses from Level 1 and 2, Bikeability Fix, Transition and Learn to Ride.</p> <p>The cycling element of the curriculum links to active travel initiatives and helps children develop self-confidence, resilience and independence</p>	<p>Look at how to extend balance bike sessions for year 1 and 2 to ensure that no child enters year 3 without being able to ride a pedal bike.</p> <p>Purchase school fleet of scooters for use in PE and lunch times.</p> <p>Extend 1 – 1 learn to ride sessions in curriculum time</p> <p>Learn to ride after school club?</p>

<p>Special PSSPA events organised to ensure profile of physical activity is maintained throughout the year</p>	<p>Proposed events for the year included:</p> <p>Scooter Duathlon</p> <p>Skipathon</p> <p>New Mills Primary Mini Olympics Sports Day</p> <p>Year 1 Mini Triathlon</p> <p>Whole School 'Race for Life'</p>	<p>Included in PE Coordinator cost</p>	<p>Despite school closures we were able to run a number of whole school special events this year including</p> <p>Scooter Duathlon</p> <p>Morris Dancing</p> <p>Benchball Tournament (KS2)</p> <p>We were unable to run the Race for Life</p> <p>Mini Olympics Sports Day</p> <p>Due to School closures we ran a Trig Point Challenge which was a sponsored event families could take part in at home.</p> <p>All these events have had a halo effect on PESSPA and hit a key target which was to engage the whole family in activity.</p>	<p>Rearrange race for Life for October</p> <p>Liase with UK Sport Coaching as to the possibility of a cluster schools Triathlon in 2021</p>
<p>High attendance at interschool sports events means an increase in profile of the school in the High Peak</p>	<p>Focus on sporting behaviour at sports events to ensure children are representing their school and living and displaying the correct values (School Games values)</p>	<p>Included in PE Coordinator cost</p> <p>Some event entry included in HPSSP affiliation £1784</p>	<p>Anecdotal evidence that the reputation of the school has improved through attendance at and behaviour during external sports events.</p> <p>Due to our focus on certain sports (basketball, sportshall athletics) we were able to qualify for 3 county finals. This has served to raise the profile of the school within the county</p>	<p>Continued promotion of the School Games Values during sports events and PE lessons</p>

Use of sports events as a tool for improving behaviour in school	Use of behaviour agreements for sports events with certain children where necessary. Make attendance at sports events dependent upon good behaviour during PE lessons and in general class sessions.	Included in PE Coordinator cost	No behaviour agreements used this year. When issues arose, children knew clearly that attendance at external sports events was dependent on their behaviour throughout the year	Continued use of behaviour agreements with specific children when necessary
Improved performance at interschool sports events through better coaching and preparation. Children see success and want to be involved.	Better team selection and preparation for events. Children feel in their comfort zone when attending an event.	Included in PE Coordinator cost	We have had a very successful year in school sport with a range of teams winning events at New Mills and High Peak level. This has in part been due to having a strong year 5/6 cohort but also the focus on certain sports with additional coaching and specialisation. This has enabled children to feel more confident in those sports and feel that they had the ability to beat schools which they had previously never beaten before.	Look at different sports to focus on next year so that children see a pathway in a wide range of activities
Using the OAA element of PE to link with PSHE. Increasing children's resilience, teamwork and therefore performance in other school subjects and general life skills	Increase amount of OAA in the PE Curriculum. Increase use of woodland and outdoor learning. Progression built into residential experience - Whitehall Day for year 4, Kingswood year 5, Lea Green Year 6 SEN Whitehall sessions delivered	Included in PE Coordinator cost Residential paid for by parents Funded through the Thomas Theyer Foundation	Woodland lunchtime club hugely popular with children. Year 4 Whitehall day very successful and introduced many children to the concept of outdoor and adventurous activities. Children now look forward to their chance to take part in OAA residential and days School closures meant we were unable to take part in the Thomas Theyer Whitehall days but all other residential took	Ensure all residential good ahead where possible in September Continue to include a high level of OAA in the curriculum throughout the school so ensure progression

			<p>place as normal. They are a highlight of the year for our children and class cohesion improves as a direct consequence – this is why we have residential at the start of the year rather than the end.</p> <p>Trig Point challenge which took place during school closures has helped family groups to embrace the OAA curriculum and has encouraged families to get out walking, using maps and challenging themselves</p>	
Teachers have a positive view of PE and School Sport and can see how it helps children to develop a wide and transferable skill set.	<p>Team teaching with PE Coordinator to ensure all staff who teach PE feel comfortable with the range of activities</p> <p>Encourage staff to take part in activities themselves to improve fitness, health and self-esteem.</p> <p>Active Away Day?</p>	Included in PE Coordinator cost	<p>PE continues to have a high profile in school and teachers increasingly take on a wider range of sports and activities with confidence.</p> <p>11 December we ran a series of staff HIIT classes after school. This was a great way for staff to be more confident in their fitness</p>	<p>Work with NQT starting in September to ensure ethos is transferred to new staff.</p> <p>Designate one INSET day as an active away day for staff.</p>
Sports Captains to take on pupil voice consultations for PESSPA.	<p>Sports Captains to work across the school to develop their own projects and priorities particularly intra school competitions and events such as Sport Relief which add to the school's community profile.</p> <p>Sport and Physical Activity survey carried out every summer to ask children what they enjoy and how we can help them to be more active</p>	Included in PE Coordinator cost	<p>The profile of the Sports Captain Role has increased this year due to the current captain's involvement in a wide range of activities. It has helped having 4 captains rather than the 2 of previous years as they have been more noticeable around school.</p> <p>Sports Captains have helped with an initiated a wide range of</p>	New captains have now been chosen and will start their term in September 2020. We will start with a consultation on children's experiences of lockdown and school closure

	<p>Elect new Sports Captains at Easter 2020. Bring in interview as well as application form.</p> <p>Survey KS2 children on an annual basis to ensure Daily Mile meets their needs and remains fun and motivating.</p> <p>Previous Sports Captains to choose new Sports Captains through formal application and interview process</p>		<p>activities including special events, pupil voice and interschool tournaments. They have assessed the applications for this years sports captains during lockdown and we have announced it online by the captains making a short video for Twitter. The children involved have grown in confidence and competence and they are well prepared for the leadership scheme at high school.</p>	
Continue to promote our morning running as an important tool in maintaining and improving pupil fitness and mental alertness	Refresh scheme regularly, promote on Twitter	Included in PE Coordinator cost	Anecdotal evidence shows that running has improved fitness and wellbeing across the school this year. Our skipping sessions have raised the profile of PESSPA amongst all children	Relaunch running and skipping sessions in September, possibly with a new format due to bubble model
Increase nominations for external High Peak and Derbyshire Sports Awards. These nominations and awards help to create a halo effect around PESSPA	Applications for Sports Awards	Included in PE Coordinator cost	New Mills Primary nomination for Healthy Active Schools award at the Derbyshire Sports Awards. The school is now known outside of the High Peak and an ambassador for running based activities.	Continue to promote the schools work in PESSPA through local case studies and award schemes
Focus on 'past pupils' sporting success.	Invite past pupils to come into school and talk about their sporting success since leaving primary school. Halo effect on whole school and pathway for primary children to follow.	Included in PE Coordinator cost NMS PE teacher time	This element was due to take place in summer 2020 but was not due to school closures	Include plans in 2020/21 timetable

Link with High School PE Department to provide pupils with a 'pathway' in sport	Year 6 participation in GCSE assessment sessions at the High School. Children able to see a future in PESSPA	included in annual PEGS cluster fee £3171		
Introduce Chimp Management for individual children to help with overall behaviour and attitude	Chimp Management techniques trialled in curriculum time. Work carried out with individual children and 'Chimp Homework' provided to encourage parental involvement	Included in PE Coordinator cost	Chimp Management sessions run for a small number of children. Improvements in behaviour and attitude from those involved	Role of Chimp Management sessions for larger groups of children

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
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:
Skill development of staff who teach PE	Work shadowing and team teach approach between HLTA and PE Coordinator for year 1, 2 and 3 on a variety of ball skills, gymnastics and dance activities.	Included in PE Coordinator cost	HLTA staff now working independently on centrally planned PE activities. Improved confidence of teachers in sports and activities which they may previously not have been happy to do – HIIT, Skipping, Rugby, Dance, Gymnastics	Further work to do on Dance for next year. Need to develop a central dance resource which all staff are confident to access.
Adopt real PE approach to enable all staff to teach PE regardless of personal sports background. Separate 'Sport' from the teaching of fundamental skills.	Staff training in real PE Purchase real PE lesson plans Encourage staff to teach good techniques in running, throwing, jumping and catching across all age groups Fundamental skills taught through 'fun' games in small groups rather than large games of individual sports	£1000	PE Coordinator attended Real PE training. Other schemes of work were also looked at to compare price and evaluate how easy they would be to role out across the school. We decided that Real PE was too expensive and potentially too difficult to role out across the school at this time	Re evaluate PE schemes again in 12 months

<p>Increase active time during PE lessons</p>	<p>PE kit guidelines reviewed and promoted through the termly Sports Bulletin. Teachers working with parents to ensure children are properly dressed for PE.</p> <p>Introduce reward system for quick changing</p>	<p>Included in PE Coordinator cost</p>	<p>Reward systems in place for quick changing during PE lessons. Most classes down to 4 minutes for changing.</p> <p>New mission impossible timing system used – success in most cases.</p> <p>Children in school since June have not used PE kit and have come to school in trainers. This has increased active time in lessons by over 25%</p>	<p>Continue to advocate for a complete change in PE kit and footwear rules with senior staff.</p>
<p>Use of external agencies to help teachers develop their skill set</p>	<p>Set up CPD sessions with Mat from UK Sport Coaching (Boxing)</p> <p>Taster session from Buxton Basketball club run in school. Teacher to use this session as CPD</p> <p>Taster session from Glossop Rugby Club. Teacher used this session as CPD</p> <p>Training in Real PE from HPSSP</p> <p>Training in Dance from HPSSP</p>	<p>Included in PE Coordinator cost</p> <p>CPD from UK Sport coaching included in PEGS Cluster fee £3,171</p> <p>Real PE and Dance training costs included in HPSSP affiliation £1764</p> <p>Take Part Day of Dance</p>	<p>Taster session run with Glossop Rugby club and Buxton Basketball club – some success in raising the profile of these sports in school and in CPD for school staff.</p> <p>Participation in Take Part Day of Dance has improved PE Coordinators understanding of formal dance styles which can be factored into PE lessons and activities</p>	<p>Continue CPD for Staff with British Dodgeball qualification and further work on Dance</p>

		funded by external grant		
Use PEGS cluster to establish best practise in PE teaching	Regular meetings with fellow PE leads from PEGS cluster to share ideas and practise.	Included in PE Coordinator costs	Ongoing work with PE specialists in New Mills and High Peak proves to be vital in staff CPD. Work shadowing Level 5 PE student this year has helped us to keep up to date with developments in the sector	Continue to use PEGS cluster in development of PESSPA in the aftermath of COVID 19 restrictions
Improve assessment and monitoring of children's progress in PE lessons. Better end of year reporting	Adoption of real PE assessment tool	Included in real PE cost	New formative assessment techniques tested this year have been successful and will be rolled out to all staff next year. Summative assessments carried out in April 2020 and fed into overall reporting system for all children	Staff training on formative assessment for PE to be rolled out in 2020/21
Provide solutions for PE in small spaces during festival times (Christmas, Easter) or when hall or outdoor space is not available	PE Coordinator to circulate a table of quick and easy PE activities which can be done in the classroom.	Included in PE Coordinator cost	Bank of resources created to help run PE activities in small spaces. HIIT and Brain Breaks have been successful this year	Continue monitoring of these resources

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	25%

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	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:

consolidate through practice:				
Additional achievements:				
Ensure school has necessary equipment to teach a wide range of sports and activities	Regular equipment audits to ensure we have the correct items for each activity.	Included in PE Coordinator cost New Equipment costs £450	Purchase of Sportshall Athletics equipment has significantly improved our school performance and children's confidence in this event. Consultation with children through School Council has led to the purchase of more playtime equipment which meets the needs of children who want to play a wider variety of sports at lunch times.	Monitor equipment use and continue to consult with children and staff over what they want
Broaden range of activities offered at School Swimming sessions	Children in top group to compete a term of water polo after National Curriculum standard has been met Waterpolo tournament for all children as the climax to their school swimming sessions.	Included in PE Coordinator cost	We were unable to run our Waterpolo module this year due to COVID 19	Restrictions on School Swimming next year will be considerable. We will need to consider how best to use the swimming slots with new ratios and may need to focus on less able children

<p>Widen the range of sports on offer in PE lessons and after school clubs</p>	<p>Implementation of new curriculum ensure a wider range of sports are taught during PE lessons. Ensure that the curriculum is flexible enough to allow for 'one off' sessions during bad weather or when the timetable doesn't allow for a normal PE lesson e.g. skipping sessions brought in for fitness in the winter months</p>	<p>Included in PE Coordinator cost</p>	<p>New activities in the curriculum well received by children this year. Rugby, yoga, HIIT have been factored into PE and after school clubs.</p> <p>Children consulted to find out what activities they would like to participate in.</p> <p>Scooters have been a great success during school closures for key worker children.</p>	<p>Purchase fleet of school scooters to enable us to use them at lunch times and in lessons</p>
<p>Widen the range of sports and activities on offer as part of inter school sports competitions and festivals</p>	<p>Liaise with SGO to ensure range of sports appeal to children</p> <p>Liaise with NMS to ensure weekly interschool offering has a broad range of sports. Regularly consult with children to find out which sports appeal to them and which can be included in school sport.</p>	<p>Included in PE Coordinator cost</p> <p>Formal links with NMS and HPSSP included in annual fees (£3,171 and £1764)</p>	<p>Hockey, Lacrosse, Rugby and Dance have been brought into the New Mills and High Peak level competitions this year with great success.</p> <p>Year 6 day of dance was a successful PE and transition activity</p>	<p>Work with HPSSP on virtual competitions for September to December as face to face competitions will not start immediately. These will take a different format to previous years</p>
<p>Develop links with external sports clubs to encourage children to continue with sport outside of school</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>Mellor Lacrosse Glossop Rugby Club New Mills Tennis Club Buxton Basketball Club</p> <p>Update External clubs spreadsheet and promote to parents and children through</p>	<p>Included in PE Coordinator cost</p>	<p>We have put considerable effort into forging links with external clubs this year. Local Lacrosse, Rugby and Basketball clubs have delivered taster sessions.</p> <p>Links with Tennis club were due to take place in the summer term and have not happened</p> <p>We have updated and circled the</p>	<p>Reschedule Tennis club links for 2020/21</p> <p>Further develop links with Buxton Basketball club and formalise links with girls section of New Mills Football Club</p>

	<p>website and Twitter. Share this with PEGS cluster</p> <p>Local networking with clubs and coaches to direct individual children to activities outside of school.</p>		<p>club details spreadsheet which we provide for parents. We have also spoken with a wide variety of parents on a one to one basis to recommend external clubs and activities for their children outside of school</p>	
<p>Develop Sports Leaders Scheme in KS1 so that children have access to organised games at lunch times.</p>	<p>Playground Leader training for year 5</p> <p>Maintain rota of playground leaders throughout the year Ensure appropriate equipment is available for children to use</p>	<p>Included in PE Coordinator cost</p> <p>Playground Leaders training included in HPSSP fee £1764</p>	<p>Play leaders training carried out in September. This is the first year that we have managed to keep this scheme going throughout the year with little adult input. The children have been motivated and it has been more successful now they only work with KS1 rather than KS2.</p>	<p>Continue to develop the playleaders scheme for the new year 5 in September. Nominate Play lead organisers in the class who create the rota and manage the equipment</p>
<p>Develop KS1 playground so that it can be used for a variety of different activities and sports</p>	<p>Funding secured for the KS1 playground to increase climbing challenge and ball sports on offer</p>	<p>Included in PE Coordinator cost</p> <p>Funding secured from Tesco, Coop and Waitrose. Awaiting funding from Derbyshire CC for drains and surfacing</p>	<p>KS1 playground scheme was due to be completed at Easter but is on hold until the summer due to COVID 19.</p>	<p>Complete the scheme in Autumn 2020 and hold celebration event for parents and children</p>

Skills sharing within the PEGS cluster to help develop the breadth of sports on offer	Close partnership working with PE leads at Hayfield school and New Mills School to consolidate skills and become confident in teaching new sports e.g. New Mills School offered CPD in basketball	Included in PE Coordinator cost	Skills sharing within the New Mills and High Peak cluster is ongoing. PE Coordinator now working with a student from Derby City SSP who is completing a Level 5 PE certificate	Take on further PE specific students to help develop skill in the sector and become recognised as a specialist PE teacher training school
Expand OAA offer	Kinder walk for Year 6 in June 2019	Volunteer led	This activity fosters an Improved sense of 'place' and local pride and gives children the confidence to take part in more OAA type activities. The Kinder walk was one of the only whole class activities which we have been able to complete in the summer term. For those year 6's who did not return to school we create the Trig Point Challenge – a family OAA type activity which children could participate in at home – this has been well received by the majority of children	Develop OAA offer for next year to include more local bonding walks for all KS2 year groups. Links to local history, map work and sense of place

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
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>100% of KS2 children to attend at least two external sports event</p> <p>100% of KS1 children to attend at least one external sport event</p>	<p>Consultation with children to ensure they attend an event which is appropriate for their level of skill and desire.</p> <p>Maintain tracking spreadsheet to enable end of year reporting. Emphasis on PP and SEN children.</p> <p>Create Whatsapp group of willing parent volunteers to help maintain adult ratios at events</p> <p>Use of different transport options to enable us to enter B and C teams in competitions.</p> <p>Use of non-competitive 'festival' type events to engage children who do not initially respond to competitive sport.</p> <p>Better preparation for events to ensure children understand the rules of the event. Increases in enjoyment of the event and increases our success rate in terms of High Peak and County qualifiers.</p>	<p>Included in PE Coordinator cost</p> <p>Entry into external events included in PEGS cluster fee £3,171 and HPSSP fee £1764</p>	<p>100% of children in the school attended at least one external sports event</p> <p>Children in KS2 attended on average 4 external events – these are figures from before school closed. We were on target to reach the average of 5 events each achieved last year</p> <p>Event attendance was more tailored this year to better meet the needs of the children. Staff worked on a one to one basis to make sure that children attended an event which was relevant to them and which challenged them.</p> <p>Children attended more festival type events this year to meet the needs of those who don't respond to openly competitive events.</p> <p>For all external events, children were invited to at least one practice session to ensure they</p>	<p>School Sport is likely to look very different in September due to COVID19 restrictions. Competitions are likely to be virtual until at least December.</p>

			understood the rules of the game and had played with their team before.	
Organise friendly competitions with other schools individually (outside of the PEGS set up)	Football friendly played against Hayfield boys Make contact with Furness Vale (outside of PEGS sports cluster) to organise friendly matches	Included in PE Coordinator cost	Individual intraschool matches were played in netball and Football against Hayfield. Further competitions were planned for the summer term but were unable to take place	We would like to extend the system of friendly matches against other individual schools from September 2020. It may be that we switch around the calendar so that all non-contact sports are played in Autumn term, leaving contact sports until later in the year
Increase number of competitive intra school events and activities.	Sports Captains to organise and run a range of lunchtime mini tournaments Benchball Golf Football Scooter duathlon Skipathon	Included in PE Coordinator cost	The interschool Benchball competition run by the Sports Captains was a huge success. 64 children took part in the event which was run over 2 weeks. The Scooter Duathlon was run as a sponsored event but had a competitive element. Again the event was run by Sports Captains and staff and was attended by all children in the school	Repeat Benchball competition and Scooter Duathlon. Include another interschool competition based on individual sport eg golf or target sports so that those who don't want to take part as a team have a chance to participate.

<p>Develop links with local clubs to encourage children to continue with competitive sport outside of school.</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>Mellor Lacrosse Glossop Rugby Club New Mills Tennis Club Buxton Basketball Club</p> <p>Update External clubs spreadsheet and promote to parents and children through website and Twitter. Share this with PEGS cluster</p>	<p>Included in PE Coordinator cost</p>	<p>We have put considerable effort into forging links with external clubs this year. Local Lacrosse, Rugby and Basketball clubs have delivered taster sessions.</p> <p>Links with Tennis club were due to take place in the summer term and have not happened</p> <p>We have updated and circled the club details spreadsheet which we provide for parents. We have also spoken with a wide variety of parents on a one to one basis to recommend external clubs and activities for their children outside of school</p>	<p>Develop links with Buxton Basketball club and New Mills Tennis Club</p>
<p>Start the journey to Platinum</p>	<p>Achieve School Games GOLD award for the 4th consecutive year</p> <p>Start compiling evidence for Platinum case study.</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>Taking the year end as March 2020 when schools closed, we would have still attained the School Games gold award for 2019/20.</p> <p>We are well on the way to achieving platinum status and plan to ask Sports Leaders to make a short film for our entry submission at the end of next year</p>	<p>Sports Leaders to make short film.</p>

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	