

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.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, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2022. To see an example of how to complete the table please click [HERE](#).

Created by:



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 2,000
Total amount allocated for 2020/21	£ 16,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 2,500
Total amount allocated for 2021/22	£ 14,000
Total amount of funding for 2021/22 to be spent and reported on by 31st July 2022.	£ 14,000
Total amount carried over from 2021/22	£ 2,000
Total amount allocated for 2022/2023	£ 15,000
Total amount of funding for 2022/2023 to be spent and reported on by 31 st July 2023	£17,000 (No carry Forward for 2023/2024)
Total amount of funding for 2023/2024 to be spent and reported on or by 31 st July 2024	£1700 No carry forward
Total amount of funding for 2024/2025 to be spent and reported on or by 31 st July 2025	£16,200 No carry forward

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<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 2023.</p> <p>Please see note above</p>	<p>100% of pupils passed the water safety self-rescue techniques.</p> <p>100% of pupils were able to swim proficiently over a distance of 25metres.</p>

	Note: Three year 6 pupils only
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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: 2024/25	Total fund allocated:	Date Updated: 25-7-25		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:	
			%	
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:
Playground Buddy structure and process continued and refined to allow the pupils to design and lead the activities during daily play, as part of the RDSSP affiliation and cascade knowledge to younger pupils to continue due to enhanced leadership programme for upper key stage 2 pupils not undertaken due to pupil numbers.	Playground Buddies given status and support to continue to develop and design a weekly daily programme of activities. Whole school council meetings allowed for engaged interaction to build on the pupils' proposals. After school clubs provided by school staff with a focus on leadership and the introduction of new games and development of the PE provision - healthy eating, physical and mental well-being.	£ 3,000	The pupils have demonstrated continued improved listening and key language skills as well as an understanding of the need to share space and equipment. Respect for each other and equipment is reflected in the organisation of the session and linked to the PSHE, Christian and British Values Programmes. Good participation in clubs.	Enhanced leadership programme for all key stage 2 pupils has been delivered through the school and additional providers and programmes delivered by school – Zones of Regulation, Fixed and Growth Mind set. will continue next academic year. Willow Weaving opportunities, first aid, bike ability.

<p>To continue to build on the leadership outcomes making links to community and ambassador school projects then into the PE curriculum and make links to other curriculum areas through HYPAC. To also be supported and delivered through affiliation with partner-Primary Stars for inter and intra competitions, sports day events</p>	<p>A differentiated programme of activities continues to be developed by pupils and staff. This incorporated community, national and international focuses and the inclusion of an orienteering course sited in the school and local Youth Hostel grounds. Links have also been made to planned visits to outdoor pursuit facilities -Lea Green and Whitehall, School's Together Programme.</p>		<p>Through the work undertaken within the school a significant degree of progress in their physical, mental, social and emotional well-being continues to take place. This was demonstrated in the pupils working effectively with members of the community whilst raising awareness of key charities and how links can be made, and also with other local schools.</p>	<p>To continue to sustain the outcomes of the initial projects and develop these further re-establishing links with other local and inner-city schools through the teaching of traditional sports such as maypole dancing, orienteering etc. The re-application to the Ambassador Award and the affiliation with the Diocese and National Park Ranger Service. Re-application for the Arch Bishop of York Award referred to next academic year 2025-2026</p>
<p>A review of the previous provision of PE and to use data collected from staff, pupils and parents and then transfer key principals into the PE curriculum which will be enhanced through more focused work with new partner -Primary Stars and through continued access to HYPAC (Young persons activity group) Children from age 5 have access to this club.</p>	<p>In addition to the RDSSP affiliation the school has continued and developed its affiliation to the Primary Stars Company to ensure the taking part of competition with other small school of a similar size. The continuation of the online resources to support 30 minute daily physical activity. This now includes regular yoga sessions to support relaxation and the promotion of positive mental health and well-being for the Early Years and Key stage 1 pupils. Pupils attending the school from age 5 years upwards will also be eligible to access a wider PE curriculum via attending HYPAC. Links are made to the programme regarding Lea Green and Whitehall experiences, Forest School experiences etc.</p>		<p>To ensure all pupils at school had access to programmes which would support their mental and physical well-being. The inclusion of the willow weaving programme promoted opportunities for leadership, communication and language development while being active with other pupils and where possible active across ages partners. Continued development of reflection spaces and wildflower spaces within the school grounds – include access to outside provision through National Park Ranger Service.</p>	<p>To re-audit the provision of PE regarding accessibility to additional sports such as karate, Tai Chi and consider further developmental activities to promote mental health and well-being, the Quiet Garden, willow weaving, development of the outside curriculum through cross-curricular links and new schemes. Forest School curriculum to be considered – application for space within the village or nearby town (Buxton)</p>
<p>To re-audit the equipment and playground space and storage to ensure the school has the capacity to manage a more enhanced programme which also incorporates the use of the new playground resources and storage.</p>	<p>Class 2 teacher to undertake an additional audit of equipment and space. To purchase appropriate additional equipment to ensure a full PE curriculum can be delivered to all pupils and access to equipment via the Primary Stars company to support and enhance the PE Provision through inter and intra competition. Equipment purchased is to include enhancement of programme of activities delivered by 'Playground Buddies.</p>		<p>The pupils have demonstrated improved listening and communication skills culminating in improved application of team work and respect of each other and the equipment. Improved fundamental skill performance of all pupils. Pupils have been identified as exceptional in specific areas within the curriculum and referred to outside sporting clubs to help develop skills.</p>	<p>As above but to also include the development of the early years provision outside to ensure activity takes place throughout their curriculum. To develop partnership with the community – and make links to the outdoor development at the Youth Hostel. (Pond dipping etc – love of fishing). The development of the Early Years Outdoor provision has been deferred until the next academic</p>

Inclusion of physical Literacy throughout the school day and CPD to promote staff and pupil mental well-being.	Wild flower area has been re-sited and is used to promote spiritual and emotional regulation and well-being. Physical movement breaks including proprioceptive tasks, yoga etc. have been included throughout the school day in all classes to support accessibility to the curriculum and all pupils to be involved and access a fully inclusive programme throughout the school week.		Visit to Macclesfield Forest and around locality to support importance of outside and mental health, carbon footprint etc. The pupils have appeared more confident throughout the school day and are more willing to 'have a go' at more challenging tasks and seeming more resilient and independent. An improvement in attitude and curriculum outcomes.	year due to outside work taking place on the school which has continued throughout the year. To continue to undertake CPD around Mental Health and access the IDAT facilitator regarding advice and training which promotes positive mind set, recognising emotional responses and demonstrating empathy of themselves and others.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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:
The continued tracking, monitoring and assessment of pupil progress is to continue being rigorous to allow for pupil conferencing and 'personal best'. Planned learning walks to be undertaken by PE Co-Ordinator and outcome/observations reported back to governor for PE including the impact of the sport afterschool club and introduction of physical literacy activities throughout the school day to promote mental well-being. A continued wider range of planned sessions (including Virtual CPD) and activities delivered through direct teaching methods and opportunities for pupils to be active	Pupil's progress monitored throughout the sessions and assessments wheels completed by class teachers then next steps identified. Transfer of assessment has been made to using the Twinkl assessment grids and statements. . Written and verbal reports provided to the Governing Body by the Head Teacher and to parents via parents evening and end of year reports. Different styles when delivering the sessions were used to ensure that all pupils could participate, develop	£1,000	The improved pupil performance allows for the application of skills to resolve problems, challenges whilst working individually or as part of a team. The assessment and monitoring of PE, pupils progress and attainment is effective and relevant. Raised pupil attainment within units of the curriculum. Progress is being tracked more effectively by class teachers. On site CPD for staff delivered through the partnership with outside facilitators. An individualized approach and a more personal curriculum has continued to be delivered. The utilization of videos and pupil demonstrations have been	Continue to utilize the assessment tool linked to the Real PE and the specialist advice and support provided through the purchased package until the contract is to be renewed then transfer to new system being created. Delivery of the PE curriculum will be the responsibility of KF who will ensure provision is secure and enrichment opportunities catered for. To devise and create a healthy life style and well-being programme making links to PSHE and Science curriculums. CPD for PE practitioners regarding the delivery of the revised programmes. The continued development of the PE curriculum

<p>participants to incorporate the different learning styles across the curriculum will ensure that all children are engaged, challenged, developing individual understanding to set personal targets.</p>	<p>knowledge, skills and confidence to challenge themselves, but to also support those children who were less confident. Team teaching by school practitioners has continued to help promote confidence and exploit subject knowledge and personal expertise within specific skills being taught. Communication, language, negotiation and listening skills of pupils were noticeably improved.</p>		<p>incorporated effectively into the teaching to help support SEND and Early Years pupils who can access the demonstrations more frequently when required. Virtual and face to face training continues to be accessed and is available on request which has continued to promote confidence and knowledge within non-specialist staff. A new PE policy has been written.</p>	<p>will also be addressed under the guidance of KF to support the forging of new links to schools and subject content and include inter and intra competition. The reviewing of the updated policy and impact statement for the website is again to be reviewed. (Include parental engagement where possible.</p>
<p>A full report on the PESSP funding allocation and impact is presented as part of the Head teachers report in unison with the member of the governing body with this delegated responsibility. This informs governors of how PE and Sport impacts areas within the School Improvement Plan (SIP).</p>	<p>Associated reports presented to governors and a minute number allocated. Links made between the PESSP and SIP action plans and outcomes. Discussions with partner company to deliver all PE sessions during the following academic year has been undertaken and agreed. This is to help work towards and ultimately increase and promote pupil progress and attainment within the subject.</p>		<p>All stake holders have been informed of the impact of this work on the pupils organizational, leadership, communication and motor skills. These have been developed as a direct result of their work with PESSP funded programmes and partnership with outside companies.</p>	<p>To maintain links with the White Peak Cluster schools and other church schools who visit the village sharing good practice. To continue to be a partner with the SSSP affiliation and exploit relevant opportunities provided. To continue the development of reflection areas and spaces within school and improve outside curriculum provision making links and connections to other curriculum areas and the Early Years space.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<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>Staff and HLTA who are fully engaged and trained in Real PE will continue to take partial responsibility for the monitoring and delivery of PE throughout the school at the commencement of this academic year but in unison with outside provision to enhance school provision – First Aid, bike ability,</p>	<p>The continued accessibility to the PE specialist based in Real PE Scheme of Work Primary Stars Team for advice and development of PE content. To support the application of skills being taught through ‘wrap around’ provision of the HYPAC group. A Programme of half term</p>	<p>£2,500 swimming facilitators x 2 Plus additional</p>	<p>The expected standards of behaviour, engagement and skill development was adhered to and monitored by all. The performance levels of pupils improved especially when required to work collaboratively. Individual pupils have been identified for further outside</p>	<p>The school will continue to develop confidence, knowledge and skills for PE practitioners regarding the delivery of the Real PE package which is to include face to face mentoring and monitoring by the specialist teacher linked to Jasmine</p>

<p>forest school provision etc. Key Staff to access a range of CPD opportunities to develop knowledge and confidence when delivering the curriculum and the assessment of the content as they become available.</p> <p>Links are to be made to the Primary Stars Company and the utilisation of in-service training via the facilitator from the company. This is to include the development of the PE Curriculum and raise standards including making links to outside sports clubs.</p> <p>To continue to develop and re-establish an overarching community partnership programme, delivering physical and social activities which will be developed and delivered e.g. orienteering, School's together, etc. These are to also include the partnerships with the National Park Ranger Service and their partners – environmental issues etc.</p> <p>For pupils to be able to transfer the skill of setting and monitoring their own targets to the PE curriculum and Real PE package. To exploit all opportunities of intra and inter sporting competition and events.</p>	<p>Lesson plans to be reviewed and delivered to ensure that the pupils are able to build on the key principles underpinning fundamental movement skills and their application in team/individual activities. Opportunities for access to a club for individual pupils who have demonstrated working beyond expected levels within a unit of the PE Curriculum.</p> <p>The school staff and working partners are continuing to develop an integrated key stage 1/2 programme which incorporates community, national and international targets. Opportunities for face to face interactions and projects to take place between pupils and community members have continued to be continued i.e. Maypole dancing, (litter picking, wildflower development etc.), Working as an Ambassador School for the National Park Ranger Service has also provided opportunities for off-site events e.g. pond dipping</p> <p>All children have been actively involved during the assessment process using the skill videos if required to target specific applications of skill development which have taken place during and at the ends of PE units. Skills progression has been carefully managed through the Real PE Scheme of work. Opportunities for self-evaluation and self-assessment also take</p>	<p>£3,000 internal staffing - clubs</p>	<p>intervention through sports clubs. The confidence and understanding of the staff members was enhanced regarding the expectations and learning outcomes within the different units of work.</p> <p>Through opportunities for reflection which are planned into the PE Curriculum, discussions between pupils, partners and community representatives, a programme of activities was initiated and a time scale agreed upon for specific activities to take place. The pupils showed increased confidence and clarity when discussing ideas and developing a time line of events. The children have been involved in the devising of a schedule incorporating social issues raised at the commencement of the year demonstrating an increased empathy with their environment. The engagement between the pupils and their community partner continues to showcase the school's Christian Values alongside their confidence, communication and listening skills and respect for each other.</p> <p>The promotion and development of knowledge and understanding of the content of the PE curriculum regarding the development of fundamental skills is becoming more evident within the children's performances and ability to set own targets.</p>	<p>and the Real PE programme. Additional support will also be sourced from the RDSSP regarding training and the Primary Stars Team.</p> <p>To continue to develop an overarching community partnership programme, delivering physical and social activities making cross-curricular links whenever possible. For example, the continued development of the Village Trail in unison with the National Park Ranger Service and Village Community. Re-application for the Young Leaders Award linked to the Diocese. KF to become PE lead practitioner and scheme of work reviewed.</p> <p>The continued provision of opportunities to access competition and / or festivals to help promote and practice key skills within a target sport led by specialist PE teachers which will support CPD by making links to pupil skill progression and performance. To maintain links to outside sporting clubs and HYPAC.</p>
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	place at the end of each PE Session for all pupils. Pupils take part in festivals and events with other partner schools which include sports day. Opportunities are provided for the development of both individual and team co-operation and development.			The delivery of all inter events within the PE curriculum coverage is to be delivered by the company Primary Stars. The facilitator has a university degree to enable him to deliver this subject. KF MT and TB are to continue to deliver PE during the next academic year due to budget constraints
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
The pupils with staff, community liaison officer and Primary Stars have continued to develop a programme which can be delivered to sustain and grow the AAA project with a particular focus on individual skill development and support of mental health and well-being through the skills developed via Archbishop of York, Youth Trust Young Leaders Award undertaken previously and the school's vision statement and Christian Values.	Community events were accessed by all pupil's individual level and provide opportunity for challenge. A programme of dance and singing was created by staff and pupils in partnership and performed to a live audience. The programme of Willow Weaving was accessed for all pupils to develop expertise in readiness to transfer to the community programme next year, but although the willow weaving was accessed the delivery to the community was postponed until the next academic year. First aid was re-scheduled during the academic year as a provider was identified. This is to be added to the school's provision and links made to the PSHE curriculum.	£2,000 £1,000 Willow weaving	The continued development of this project is reflected in a range of ways; the confidence, communication skills, empathy and teamwork was demonstrated in the fluidity and confidence seen in the performance and their interaction with the community. The impact on the relationship between the pupils and community, already strong, was enhanced. This was evident by the comments made by the older members of community in their comments and letters. A file of the communication between the active buddies and Silver Sports highlighted the close physical and mental bond which has developed. The successful completion of this award has also resulted in their raised awareness regarding having a healthy	We intend to continue to build upon the successful and new activities within the intergenerational programme. This will enhance the physical and mental well-being of pupils and community members. An annual calendar of events to be devised and delivered including social /leisure activities, willow weaving, lantern making, wild flower garden, litter picking and physical activities such as Boccia, Curling, Bowls and pupil focused fun challenges. It has also been suggested that the children continue to support the Silver Sports in their participation of Maypole Dancing and consideration of bell ringing is to

<p>Key Stage 2 to take part in the bike ability programme delivered through the RDDSP provision. This programme will work toward developing children's understanding around how to stay safe whilst cycling on the road, negotiating junctions and passing parked vehicles. It also includes a simple bike safety check and the importance of wearing a safety helmet and the correct clothing while out riding. All children have taken part in a first aid programme to support their understanding of the importance of the development of this life skill.</p> <p>To provide the opportunity for the upper key stage 2 and extend to lower key stage 2 children to devise, develop and deliver a PE session with warm up, lesson and cool down targeting a sport specific key skill whilst promoting fundamental values eg: teamwork, problem solving, communication etc.</p>	<p>School was scheduled to invite a registered practitioner to deliver the programme, to inform parents and pupils of the school intent for them to take part in the day's activities. To ensure all pupils have road worthy bikes and the correct size of safety helmet. (For pupils who are not yet proficient or haven't a road worthy bicycle then scooters are to be accessed for use in the playground only). All pupils have become familiar and practiced the processes and techniques involved when locating an injured person or locate someone who is not breathing. Information was cascaded to parents and the senior leadership team within the school.</p> <p>Pupils were provided with access to resources including skill cards, lesson progression cards and the opportunity to discuss their ideas of the lesson content to an adult. The sessions were scheduled to be filmed then analysed to promote the young leader performance. Pupils accessed the opportunity to attend a STEM after-school club using Lego.</p>		<p>body works in unison with a healthy mind and lifestyle. The continued understanding and practice of the school's vision statement and Christian Values was also maintained and observed.</p> <p>All pupils were unable to access the programme either level 1 or level 2 bike ability accreditation. No evidence of previous year's achievements were able to be made - Throughout the days schedule they were fully engaged and their awareness was raised as to how busy the roads around the school were. It also highlighted to them the significance of the flashing amber warning lights during school pick up and drop off times. Opportunities to embed previous learning was also evident by pupils providing support to younger children and being able to discuss bike safety with greater knowledge and confidence. All pupils have a raised awareness and confidence in the rudiments of first aid.</p> <p>The analysis of the content of the lesson demonstrated the engagement of all the pupils. It highlighted the impact on those pupils whose learning style required a practical based and kinaesthetic approach. It also enabled a fluid dialogue between pupils being taught, the young leader, the teacher ideas and methods of how to support the individuals who found the rigours of the programme more challenging with some of the concepts and tasks. The young leaders found the analysis and peer input beneficial. The success of the delivery was demonstrated</p>	<p>be discussed between both groups.</p> <p>Progress with consolidation links founded in the school programme of study, in unison with the activities provided through HYPAC for example- mountain bike challenges, Karate, Leadership continue to provide both physical and mental challenges. These support the development of balance, core strength, determination and resilience. This is to include the continuation of a whole school swimming programme and the consolidation and extension of the first aid programme. Links to be made to the PSHE Curriculum. Application for this programme is to be sought next year</p> <p>Through continuing and extension work from the Active Maths Programme we will re-introduce a STEM Programme through the use of LEGO / robotics which will be delivered by a specialist facilitator via an after-school club. This programme will work towards developing hand eye co-ordination, team work, language skills and problem-solving techniques and strategies- this will be incorporated into intra and inter school challenges if possible as it was not</p>
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			through teamwork, the use of appropriate language and positive outcomes to the problem-solving activities and tasks.	achieved this academic year.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
From September 2023 building on from the work undertaken during the previous summer term with an emphasis on intra challenges and competitions which the provision has continued to explore ways of incorporating progressive individual skill challenges through the Primary Stars Package. Cross curricular links have also been made with the Ambassador Award, Youth Trust through the community projects, HYPAC and cluster school events which also include Lea Green and Whitehall Outdoor Pursuit Centres.	PE coordinator included additional support from RDDSP to promote the children's skill development in preparation for the sport specific challenges, competitions, festivals and residential visits to Lea Green and Whitehall (undertaken by programme leaders from the establishments). Participation in the orienteering courses in school and at the Youth Hostel. Taking part in the Three Dale Sports Day event with cluster schools did not take place this year due to adverse weather conditions . Participation in cluster school events and festivals. A high proportion of children from school accessing HYPAC after school thereby accessing different sports and working with young people from other local schools to promote teamwork and competitive scenarios to engage in.	£4,000	Skill development in specific sport allowed the children to be more confident and understand how to work within a team context. Leadership opportunities arose within intra competitions. Staff monitoring and assessment of pupils 'Personal Best' performances reflected significant development of resilience, problem solving and empathy. Stronger links forged with smaller cluster schools to promote leadership and teamwork within competition.	To continue to be actively involved in the development of the new small primary schools' covey to promote competition within schools of a similar size. Will plan and deliver skill based learning with the other schools utilising on individual staff member's skills and expertise within the PE curriculum whilst making links to planned festival competition with the recording of results and certificates. If possible to make links to the swimming programme to help raise standards. To continue to develop links for inter and intra completion to take place and to consider additional opportunities for events to take place through Whitehall and Lea Green. The introduction of specific sports events such as street dancing for one day events in unison with

<p>All inter competition opportunities have been fully re-introduced throughout the year. The focus which was on intra competition, both individual personal best, and cooperative in small teams, is to continue but also take place throughout the curriculum and off site residential visits.</p>	<p>Progress has been made within the development of intra competition curriculum opportunities. Specifically, in the planning and re-designing of the spaces to be used with cones. Also the purchase of additional equipment (orienteering courses which has included CPD for staff) and storage to enhance the delivery of the PE curriculum and break time activities. This has supported an environment where pupils are actively taking leadership roles cascading previously taught skills to others.</p> <p>Pupils have had support to understand how to set targets to progress their skills and meet new challenges – Personal Best. Within small team games pupils, supported by staff devised rules and tactical understanding within a competitive environment which includes Whitehall and Lea Green.</p>		<p>Recognition of achievements were made in Celebration assemblies, notice boards, website, parent newsletters, governor reports and parish magazines. This has also been noted in the cross curricular links made to other subjects for example active maths and geography through the orienteering courses for the whole school.</p> <p>Increased fitness level for all pupils due to the continuation of the virtual programmes which are integrated throughout the school day.</p> <p>Through the opportunity to take part in competition a development of children's confidence, leadership and language and an ability to utilise and apply all skills being taught within the PE sessions.</p>	<p>other cluster schools.</p> <p>As the school's role of being an Ambassador School for the National Park, to devise and deliver programmes to be delivered to other schools, e.g. orienteering, maypole dancing, forest schools</p> <p>Continuation of the willow tree project and development of the outside area is to resume to help promote positive mental health and well-being once the outside school work has been completed and scaffolding removed.</p>
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Signed off by	
Head Teacher:	Tracy Blackwell
Date:	25-7-25
Subject Leader:	Tracy Blackwell
Date:	25-7-25
Governor:	Mary Teeboon
Date:	25-7-25