

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Springside  
PE Premium Action Plan  
& Spending 2020/2021

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](#) (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](http://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 **31<sup>st</sup> 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:
<ul style="list-style-type: none"> <li>• Staff trained in and leading Rebound Therapy up on a weekly basis. (until Covid)</li> <li>• Walk a Mile fully up and running in the Investigative phase daily</li> <li>• Maths on the move equipment purchased and training modelling beginning using Lesson Study</li> <li>• Boccia and New Age Kurling introduced and now used regularly</li> <li>• Staff trained and leading Wilderness Therapy on a weekly basis (Until ovid)</li> <li>• A Bucket seat bike purchased so more learners particularly in the experiential phase can access cycling</li> <li>• Assembly revamped and up and running to include values and housegroups</li> <li>• PE cupboard reclaimed and equipment purchased and easily accessible</li> <li>• Fortnightly Physical and Wellbeing Newsletter established and produced by the school council/sports crew</li> <li>• Strong links established with RBSG with regular involvement in All4Sport activities</li> <li>• Successful Healthy Schools application?</li> </ul>	<ul style="list-style-type: none"> <li>• MAPT training could not take place due to COVID – this needs putting in place as soon as we can for the Experiential learners and then to be up and running on a weekly basis</li> <li>• ASC learners need bespoke PE lessons which cater for their interests and their needs – involving high motivators like the bikes, climbing, incorporating educational visits etc.</li> <li>• We need to look at resources in light of the pandemic and limited ability to share resources – learners on different yards due to bubbles</li> <li>• We need to look at how we can re-establish extra-curricular clubs in light of bubbles and the pandemic</li> <li>• Using the lesson study approach we need to look how Maths on the Move can be established for the Exploratory (ASC) learners. As well as continuing to roll out in the Investigative phase</li> <li>• We need to re-establish our Educational visits, once possible, using them for independent learning and specific life learning involving physical activity and establishing links with Hollingworth lake and the local community</li> <li>• Continue and further our links with school games, IPLCN, Link for Life etc</li> <li>• Re-establish our swimming for Y6 learners and beyond when the pandemic allows.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	0%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No
<p>There are 23 Y6 learners this year at Springside school.</p> <p>6/23 (23%) have accessed swimming lessons at the local swimming pool previous to this year. Due to the pandemic swimming has not been re-established in term 1 or 2, however, when it is plausible we will be hoping that 11/23(48%) learners will access swimming lessons at the local pool on a weekly basis (as we do every year)</p> <p>Of the learners that have already attended the external swimming lessons (during Y5 until March) none of the learners could swim and started with a woggle and 2 armbands each. A number of them were very nervous to initially enter the pool and so confidence building was worked on initially. 4 of those learners could swim a width of the pool unaided prior to March 2020.</p> <p>12/23 (52%) have accessed swimming at the school's hydrotherapy pool during their time at Springside.</p> <p>Any Learners in Year 6 who are unable to attend the local pool, due to severity of need or medical conditions, are given the opportunity to access the school's hydrotherapy pool on a regular basis in year 6. Sessions are planned to support learners to develop confidence in and around water as well as to support physical (physio) need and movement. Classes have the flexibility to use these sessions in the most appropriate way for their learners, this can be 1:1 or small group sessions. Learners develop confidence in the water and increase their physical wellbeing and pre-swimming skills. Again in term 1 and 2 this has not been possible due to the pandemic.</p> <p>100% of all learners over the year would access either the swimming lessons at the local pool or the school's hydrotherapy</p>	Swimming did not start up at all this year due to the pandemic including the third lockdown, as our learners are particularly vulnerable.

pool (in a non-pandemic situation).	
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## Action Plan and Budget Tracking

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

Academic Year: 2020/21		Total fund allocated: £16 874	Date Updated: Dec 2020	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				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:
Continuation of, <b>‘Walk a Mile’</b> for our Investigative Phase Learners and staff  <b>Impact on learners:</b> Learners are able to regulate ready for the start of the school day, improves fitness and health, supports chief medical officer guidelines.	Continue to make sure the paths are free of overhanging branch growth etc. Make sure staff are strategically placed for Health and safety of learners.  Make sure learners come prepared for all weather types  Continue to create a mind-set among staff and learners that unless it is absolutely pelted down with rain or dangerous we will be going out on the walk. Phase Lead has final call on the day.  Establish an alternative under cover in the runs if it cannot go ahead.  Introduce Personal challenge into the walk and a way to record this using house points as an incentive.	£ 200	Some learners initially found it very tiring but as the weeks are progressing are managing without getting as out of breath or are able to increase the amount of laps they do.  Learners are refreshed and ‘ready to learn’ when the walk is finished.  Some learners challenge themselves to jog around and complete more circuits.  Granada Reports did a piece on how we have revived our walk after the pandemic lockdowns. Quote from Daily Mile Newsletter which goes out to all schools;  <b>‘We were also delighted to see Springside School feature on ITV; thank you to all the staff and</b>	This is very sustainable as there is little cost and once it is up and running it becomes part of the daily routine.  Next steps: continuing to add challenges in and incentives



	Look at the new Dinosaurs class in the phase, is it appropriate for them as a number have limited movement and are wheelchair bound, especially as the weather deteriorates – what could they do, due to the pandemic a course inside would be limited at present?		students who made <a href="#">this incredible, heart-warming video possible.</a>	
Continuation of <b>Sensory circuits</b> in Exploratory Phase in light of the pandemic purchase equipment so each bubble has their own to avoid cross contamination.	Phase lead to timetable areas and assist with the purchase of equipment to allow for the 5 classes in Exploratory to complete sensory circuits at least once each day.	Floor surfers x4 £312.60  Plasma Car x4 £65.40	Learners able to self-regulate appropriately  Sensory circuits are carried out Each morning on arrival by the Exploratory Phase and where appropriate a number of learners from the investigative phase. This helps the learners to regulate ready for the days learning.	It has been sustained for the past 2 years. It has become a routine part of the day for the learners and is headed by the Exploratory Phase lead who continues to realise its importance.
<b>Impact on learners:</b> Learners are able to regulate ready for the start of the school day, improves fitness and health.	Top up equipment for Sensory Circuits due to damage, wear and tear, loss and new innovative equipment.	£300	Sensory breaks are taken as and when needed throughout the day using the most appropriate equipment. You can visible see how calm the learners are and ready for learning.	Regular updating of Sensory circuit resources.
Re-establish <b>Extra Curricular activities and daily lunchtime clubs</b> for investigative and Experiential learners taking bubbles into consideration.	Investigative Phase: TA4 taking charge of lunchtime clubs with the basis on Physical & Wellbeing - provided in the drama room each dinner time.	Lunchtime cover for staff to run clubs, transport costs, Purchase of equipment	Lunchtime clubs were limited due to the pandemic and the bubble situation	Good will of staff and being able to release staff to cover lunch clubs rather than dinner duties will keep this activity sustainable.
<b>Impact on learners:</b> improves fitness and health, supports chief medical officer guidelines. Improves self-confidence promotes social skills etc.	Experiential Phase: Set up a daily lunchtime club for the learners who do not physically eat at lunch time Include Parachute games, Tac Pac sessions, Movement to music etc. Class team to run.	£500	Learners have physical activity over the lunch period in a timetabled daily club led by a TA4	These learners need an alternative as they don't eat at lunch time so can sustain this activity with the staff on duty

	<p>Exploratory/Investigative - encourage/teach riding of bikes at certain times of outside play – expectations, helmets, how to pedal and manoeuvre obstacles etc.(Also see Indicator 4)</p> <p>Skylight Circus – continue our link with SkyLight circus. One full day of performance and workshops for 4 Investigative classes. Then focussed grp 8 learners x1 pm session. Same 8 learners then do after school club at SkyLight circus 6 wk block.</p> <p>This would usually happen in the Aut term however we are hoping later in the year due to the restrictions of the pandemic – took place summer 2021</p> <p>Create a timetable of clubs and register of learners attending.</p> <p>Purchase any specific equipment required for the clubs particularly in light of needing equipment per bubble to avoid cross contamination</p>		<p>Increased mobility, awareness of danger, ability to ride a bike, fun and wellbeing</p> <p>Wellbeing, new skills, opportunities the learners wouldn't usually access, fun etc</p> <p>Timetable and register of clubs, photographic, feedback from learners and deliverers</p> <p>Clubs can go ahead without any resource issues in an efficient manner.</p> <p>Develop social skills in a fun way which motivates learners and increase physical activity which impacts wellbeing.</p>	<p>Continue links with skylight circus through Creative arts lead RK</p> <p>TA4 to take charge of lunch clubs and kept off lunch duty rota to facilitate this</p> <p>Lunch club equipment stays in the drama room and is for lunch club use only so that it is readily available for clubs at all times</p> <p>Playground equipment remains separate from PE equipment</p>
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<p><b>Cross – curricular</b> links to increase <b>Physical Activity and improve wellbeing</b></p> <p><b>Impact on learners:</b> improves fitness and health, supports chief medical officer guidelines. Allows hands on learning – learning by doing. Improves Wellbeing.</p>	<p>Create a Working Party for <b>LOtC (Learning Outside the Classroom)</b> TA4 FJ to lead with assistance from DHT/HT</p> <p>Create a Questionnaire to ascertain present LOtC.</p> <p>Work on achieving the LOtC Bronze award – complete application and training via LOtC</p> <p>Develop large outdoor area: musical sound walkway, shelters, log seating, tents, trees, planting area, long grass area, chimes, visual stimulus etc.</p> <p>Risk assessment for large outside area and possible activities (Fire etc.)</p> <p>Create an Outdoor Learning policy</p> <p>Encourage links with other schools to support children's learning outside</p> <p>Continue to develop and run <b>'Wilderness Therapy'</b> (eQe Outdoors) as an intervention program</p> <p>Led by the 2 staff trained in Wilderness therapy (FJ &amp; MO)</p> <p>A group of targeted learners with emotional needs will take part once a week for a full morning or afternoon. Each group will complete a 6 week course taking part in activities – den building, fire pit, walking, discovering nature etc.</p> <p>Keep a register of learners who</p>	<p>Pupil premium money will be used for High cost equipment.</p> <p>TA4 time and lower cost equipment £500</p> <p>Replace &amp; purchase appropriate equipment, transport costs TA4 time assess, review, plan £500</p>	<p>Increased awareness of the benefits of Outdoor learning</p> <p>Increased use of Outdoor learning</p> <p>Outdoor areas and resources improved and purchased</p> <p>Bronze LOtC award achieved?</p> <p>Increase physical activity, health benefits emotional wellbeing, self-esteem, confidence, social skills, decision making, communication, self-discovery.</p> <p>There's pre and post scoring assessments, referral forms, and observations - all of them are then used to write up a report (which outlines progress made by each of the individuals).</p> <p>Increase physical activity</p> <p>Improve, health benefits emotional wellbeing, self-esteem, confidence, social skills, decision making, communication, self-discovery.</p> <p>Whilst exploring an environment they would rarely access</p>	<p>TA4 FJ LOtC leading in this area. (very passionate about this area)</p> <p>Staff awareness of benefits, resources purchased and training increased therefore more sustainable</p> <p>Trained TA4 FJ to lead the project each week, overseen by Assistant Head (Behaviour lead) and EVC lead. (Also TA2 trained MO)</p> <p>JM to monitor trips as EVC lead</p> <p>As long as we keep a bus and driver in the staffing structure then weekly visits off site can be timetabled and continue.</p>
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	<p>have taken part over the year</p> <p>Continue to Introduce <b>JABADAO</b> – TA4 to lead. Developmental Movement Play is child led, play based, non-verbal movement approach based in movement play practice and development movement theory (due to Pandemic and bubble situation wasn't rolled out as expected last year so need to continue)</p> <p><b>English</b> - Continue the use of funky fingers, write dance, dough disco etc.</p> <p><b>Maths</b> on the Move (See indicator 3 below).</p>		<p>Develop social skills in a fun way which motivates learners and increases physical activity which impacts wellbeing</p> <p>Assists fine motor skills in a fun hands on learning approach</p>	<p>1x TA4 trained in this and rolling out in Exploratory Phase look to extend the trial to other phases and classes and train other staff in delivery through TA4 input and modelling – maybe use of lesson study format</p> <p>Continues through curriculum where appropriate.</p>
<p><b>Yearly Bike maintenance put in place and initially all broken bikes fixed.</b></p> <p><b>Impact on learners:</b> improves fitness and health, supports chief medical officer guidelines. Makes sure the bikes are safe to use and in consistent use.</p>	<p>The learners have the use of bikes during lunch and break periods and these bikes need regular maintenance</p> <p>Working with Chris from Link for Life in setting a regular termly maintenance service up</p> <p>Replacement wheel for one of the trikes</p>	<p>£200 for maintenance and replacement parts.</p> <p>£43.50</p>	<p>Bikes remain in working order are safe and can therefore be used regularly and consistently</p>	<p>Good link with Link4life £13.80 hourly rate for continued maintenance</p>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				12%
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>Continue with a <b>Physical and Wellbeing Working Party</b> to promote and create actions in this area.</p> <p>SDP – 7a/ How can we ensure we continue to promote a culture of ‘Believe, Enjoy, Achieve, Together’</p> <p><b>Aims</b></p> <p><b>Increase Physical activity</b> -in line with the government drive to improve learners’ ‘Physical Literacy and ‘Personal Development’</p> <p><b>Promote Healthy Lifestyles –</b> Develop learners understanding of how to keep physically healthy, eat healthily and maintain active lifestyles.</p> <p><b>Impact for Learners:</b> Health and Wellbeing improved through Physical activity. Improved Physical Literacy and Personal development, reduced levels of</p>	<p>Working party continued with new lead JS (TA4+) with a mix of teaching staff and TA’s (x5 members)</p> <p>One staff meeting per half term allocated to the working party getting together and working on actions.</p> <p>Learner Council to be fully involved in the planning of Springside Olympic week and continue with the production of a fortnightly Physical and Wellbeing Newsletter.</p> <p>Increase Physical activity – clubs etc (see above)</p> <p>Enter the Rochdale school Games events – see indicator 4 below</p> <p>Culminate with a focussed Physical and Wellbeing Week (See below)</p>	<p>£500 equipment and time allocation for planning, meetings, prep etc</p>	<p>Increase Physical activity alongside Wellbeing in line with our SDP</p> <p>Continue with ‘Healthy Schools Status’</p> <p>Learner Council have been fully involved in the planning and organisation of Springside Olympic Games</p> <p>Physical activity along with Wellbeing, across the school, has been significantly increased.</p> <p>We have entered a number of Rochdale School Games events</p> <p>One virtual event due to the pandemic!!</p>	

<p>anxiety, stress depression.</p> <p>Create a <b>LOtC working Party (learning outside the classroom)</b> to promote and create actions in this area.</p> <p>SDP – 7a/ How can we ensure we continue to promote a culture of ‘Believe, Enjoy, Achieve, Together’</p> <p>Create a week to celebrate sport, wellbeing and culture– <b>Springside Olympics (Physical and Wellbeing Week based on the Olympic Games)</b> week beginning 12<sup>th</sup> July - 2021</p> <p>To promote the 3 aims listed above from the Working party</p> <p><b>Impact for Learners:</b> Fun activities whilst learning and keeping fit and working in teams</p>	<p>Continuation of Rebound on a weekly basis constantly in the Experiential phase and alternate terms/half terms between the Investigation and Exploratory phase.</p> <p>See Indicator 1 above</p> <p>Create a Physical and Wellbeing week. Each class will be allocated a country to represent. There will be an opening ceremony where all classes will parade around the walk a mile course and congregate in the MUGGA. Each class will fly a flag of their country, dress up, know a fact, perform a dance, poem, activity that traditionally represents that country at the opening ceremony. The cheerleading lunchtime club will open the ceremony with a dance and the choir will close the ceremony with a song.</p> <p>The Ambassadors from Redwood Secondary school will attend the opening ceremony and representatives from Hamer and Newlands will be invited.</p> <p>I will try and get a Paralympian to attend and invite the Mayor &amp;</p>	<p>£1500</p>	<p>Timetable of the week’s Physical and Wellbeing activities.</p> <p>Photographic evidence</p> <p>Add to the 5 ways to wellbeing celebration book at reception</p> <p>Wall Display of the week’s work / achievements / activities</p> <p>Parental, staff and learner feedback forms</p> <p>Learners experiencing new activities, activities they may not have the experience of otherwise.</p> <p>Good secondary role models to aspire to</p>	<p>In 2018-19 Introduction of a full carousel sports day - great feedback from all involved</p> <p>2019-20 – Introduction to a Physical and Wellbeing week based on the Olympic Games – cancelled due to the Pandemic. Rearranged Summer 2021</p> <p>Continue to build on this with an annual physical and wellbeing week with relevant current focus</p> <p>Use community links we have established over the years to facilitate the week</p>
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	<p>Mayoress of Rochdale and Press</p> <p>Need a portable microphone to use on the Mugga and music on the MUGGA</p> <p>Throughout the week we will have health and Wellbeing and Physical activities going on internally and from external providers.</p> <p>Nurses, community Police, Fire Engine, Ambulance, Dietician, Tooth brushing, RFC, RCC, RRC.link for life, adapted bikes, tri Golf etc</p> <p>We will have a sports day on the Thursday of the week similar to last year with a carousel of activities to work round and we will need to ask to use Hamer Mugga and the hall for the day. The Redwood Ambassadors will help run the events with the internal and external providers.</p> <p>On the Friday we will have a closing ceremony. We will have a performance from within school, ask Redwood to perform for us and ask Hamer if they would like to perform. We will give out certificates for the week in relation to the School Games Values/Skills builder awards and house winners for sports day.</p>		<p>Leaders modelling good practice</p> <p>Building relationships, social skills</p> <p>Improve / develop: Self-esteem, confidence, social skills, physical activity, health awareness, wellbeing, resilience, teamwork etc</p> <p>Cultural experiences, learning about individual countries traditions, celebrating diversity</p> <p>Community links</p> <p>Bringing a major world event to the forefront</p> <p>Focus on the school Games values: Determination, self-belief, teamwork, respect, honesty and passion.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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><b>Cross – curricular</b> links to increase <b>Physical Activity</b> and improve wellbeing through Maths</p> <p><b>Impact on learners:</b> improves fitness and health, supports chief medical officer guidelines. Allows hands on learning – learning by doing. Improves Wellbeing. Gives physical activity a motivator and purpose for ASC learners.</p>	<p>Use the lesson study process to Introduce/model an adapted 'Maths on the move' (Deputy Head/PE Lead) in the Exploratory Phase.</p> <p>Due to the pandemic use Video footage of the activities in action to share and disseminate the process and ideas</p> <p>As a team create the resources necessary in a central box located in the PE cupboard</p> <p>Negotiate with Hamer (co-located School) on sharing of the hall – we need full days in order to set up the hall appropriately as high resource need for this activity.</p> <p>Purchase large Numicon shapes for each class and relevant resources for the activities i.e. buckets for preposition, shapes and money large, coloured items for sorting etc.</p> <p>Continue to disseminate, Maths on the Move to the Investigative Phase.</p>	<p>Staff time &amp; Resources £1500</p>	<p>Children learn by being active Consolidation of Maths skills Maths as a motivator for movement Purpose to the physical activity ASC learners being active Development of independence in physical activity.</p>	<p>Once training is rolled out throughout school staff will see the benefits to the learners and continue to offer Maths on the Move as part of their weekly curriculum.</p> <p>Will need timetabled space, hall, mugga etc for this to happen.</p> <p>Once initial equipment purchased it will just be a case of maintaining and replacing damaged items.</p> <p>Keeping staff trained and disseminating using the video footage to introduce to new staff.</p>

<b>MAPT Training</b> and the delivery of MAPT up and running on a weekly basis in the Experiential Phase with a celebration assembly each term  <b>Impact on Learners:</b> Individual physical movement goals achieved, facilitate movement, increase or decrease muscle tone, aid relaxation and sensory integration as well as aid communication and promote assist physio therapy requirements for individuals. Learners with less opportunities for physical activity participate regularly in activity through MAPT.	Train the relevant staff in MAPT using Redwood deliverers once the pandemic allows.  Once training in place Class Teachers to timetable the session in to facilitate regular weekly delivery of MAPT for the relevant classes, Wallabies, Dinosaurs and Butterflies.  Purchase relevant equipment for the sessions to go ahead	£500  Not happened due to covid will complete next year  £500	Each learner in the Experiential Phase and relevant Dinosaur learners receive a weekly MAPT session  Physiotherapists, OT's assist with relevant programs for the learners when they are in school incorporating their physio needs into their MAPT session where appropriate  Termly celebration with parents invited of the learner's achievements	Staff within school are trained in the delivery of MAPT so we are able to deliver year on year  MAPT becomes established as a weekly session in the relevant classes  Continue to train staff and disseminate MAPT training
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

49%

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:
Input in/link with - <b>cycling hub at Springfield Park</b>  <b>Impact for Learners:</b> A local hub with adapted bikes -which school and Learners can access during school hours and out of hours for a minimal cost.	Enquire where this project is up to as the pandemic will have stopped proceedings at present.  Once it is up and running again – look to timetable trips to make use of the facilities.  The person running this project has left Link4life – I have heard nothing further	Transport and user costs?	Impact on community and schools locally  Regular use of adapted bikes sessions at Springfield Park –if it gets of the ground  Not heard anything further since the initial meeting regarding this project	Keep in touch with the project lead, input as requested from a school prospective. Continue good links with link4life. Make regular use of Hub once it is up and running – by timetabling our mini-bus a regular slot to attend the track, weather permitting.  Sign post the hub to families so they can use at weekends and holidays

<p><b>Improve physical ability, social skills and wellbeing through Outdoor learning.</b></p> <p>The learners are struggling at the minute with the use of bikes/trikes on the yard. We have three in total one with a split wheel, one with no pedals and one chariot which is heavily rusting. A lot of the learners want access to the bikes and scooters and would benefit hugely if we could increase this access and provide as many adapted transport items as possible. There is also a shortage of smaller play equipment for the yard.</p> <p><b>Impact for Learners:</b> Learners who have no access to riding a bike/scooter/ wheeled vehicle at present will be able to ride/access a bike regularly. Learners keep up their physical fitness and in turn Wellbeing. Learners understand rules and health and safety when riding a bike. Learners will improve coordination, confidence, climbing abilities etc.</p> <p><b>Link with Hollingworth Lake</b>– Take part in a water sports, Climbing wall and Archery activity.</p> <p><b>Impact for Learners:</b> Learners who have no access to these sports generally access them</p>	<p>Purchase: 18+ accessible wheeled vehicles for the outside areas, hand propelled, correct seating and size for older learners, variety, shared bikes to allow for development of social skills and teamwork.</p> <p>Share the bikes out fairly between the bubbles Make sure storage is accessible and appropriate, what will go where? – assign members of staff to be in charge of correct storage and use. Keep good maintenance of the bikes</p> <p>Purchase an outdoor/indoor freestanding climbing apparatus for use with the younger learners in the Exploratory phase in order to promote correct climbing i.e. How to safely and only climb on appropriate equipment</p> <p>Purchase smaller outdoor play equipment: large rope scrunchies, outdoor balls, bucket stilts, large connect 4, tunnels, giant tops, step logs etc</p> <p>Make a link with Hollingworth lake make use of their fully accessible climbing wall - Learners can be hoisted into a sling and taken up the wall , Sailing is fully accessible</p>	<p>Bike/trikes/scooters £7000</p> <p>£737.52</p> <p>£500</p>	<p>Previous comments and feedback from parents, staff and learners on sports day (hired adapted bikes in) prove the worth and impact riding a bike can have on our learners</p> <p>The majority of learners are able to access a bike at some level.</p> <p>Learners tolerating helmets and understanding the health and safety aspects of riding</p> <p>Physical fitness improving Understanding of turn taking Teamwork required when riding some of the equipment.</p> <p>Building confidence, self-belief, resilience, wellbeing, determination, social skills etc.</p> <p>Learners are so excited each day to get the bikes out and ride round the pathways around the field. Lots of socialising using the taxi type bikes and riding round in tandem, taking turns etc</p> <p>Learners taking part in activities that may usually be inaccessible to them</p> <p>Building confidence, self-belief, resilience, wellbeing</p>	<p>Once bikes purchased regular maintenance and timetable of their usage. Store appropriately and maintain regularly.</p> <p>Once taken part in activity can see if it is something we want to maintain</p>
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<p>and can be signposted to use with parents.</p> <p>Link with Redwood - <b>Rowing</b></p>	<p>can hoist into boats on beanbags etc Ratio 1-6 or -8 governing body regulations - costings £72.90 2hrs session min 6 learners plus £13 each child after Take one group of six climbing including 2 x Experiential learners Take one group of six sailing including x2 Experiential learners Take one group to the indoor Archery range- Investigative Learners Fill in EVOLVE risk assessment for each activity to be approved by the LA -High risk involving water</p> <p>Create a link with Redwood School regarding their ambassadors leading at our events and us using their rowing equipment – mainly with the Y5/6 learners who will be transitioning to Redwood</p> <p>Borrow a rowing machine from Redwood for the 1200miles around Britain Bike Ride fund raiser.</p>	<p>This is going to be part of the Olympic Week in the summer term, It was cancelled last year due to covid – hopefully by the summer term we will be able to do visits.</p> <p>Smoother transition to Redwood for learners</p> <p>Good role models</p> <p>Ideal to see the benefit without laying out cost and if the purchase of our own machine would be beneficial</p> <p>Raise funds for a good cause – helping others We received the bike and began to take part in the sponsored event unfortunately COVID 19 has halted these activities at present.</p>	<p>Maintain links through regular heads and Deputy meetings with Redwood. Maintain links through the transition process. Maintain links through School Games mark initiatives.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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>Member of <b>IPLCN PE Cluster</b></p> <p>Impact: Belonging, being part of a network of schools working together. Inclusion into mainstream competition. SEN competition for Mainstream schools with SEN learners</p>	<p>Attend termly PE Cluster meetings as PESSPA lead at Springside.</p> <p>Look at the list of competitions available and choose the ones which will be most relevant for our learners.</p> <p>Assign a member of staff to oversee the organisation of attending these events ie. Picking teams, letters home, RA etc (JW/JS)</p> <p>Set up dinner time clubs to ensure practice time prior to the competitions. (See Indicator 1 above)</p> <p>Timetable the school bus to transport learners from and to the competitions for the ones chosen if available otherwise organise transport.</p> <p>Host an IPLCN event in which we target SEN learners from the IPLCN schools (JW to take lead)</p> <p>Would need space to carousel events so would need to negotiate use of the main hall with Hamer.</p> <p>Timetable events, invite schools,</p>	<p>Membership £300</p> <p>Transport costs £100</p> <p>£500</p>	<p>Learners participated in the following IPLCN Competitions this year:</p> <p>Virtual – one virtual comp due to the pandemic</p> <p>Smooth organisation of events. Socialise with peers</p> <p>Successful lunchtime clubs meant learners were better prepared for competition. (see above update on lunchclubs)</p> <p>Smooth transportation to events.</p> <p>Not happened due to COVID carry forward</p>	<p>The IPLCN is a cluster of schools that regularly work together as heads as well as through the PE cluster</p> <p>Get feedback on the first SEN specific focussed activity day and then move forward from there with the hope it becoming an annual event</p>



<p><b>Houses and competition within school</b></p> <p>Impact: Learners have the opportunity to compete in a safe environment Improve develop - personal best</p>	<p>Continuation of personal challenge and continued emphasis on house groups in assembly and class so learners continue to be more aware of their houses. So when it comes to competition they have a better understanding.</p> <p>Setting individual goals to beat in PE lessons, awarding skills Builder certificates in PE lessons and class Setting small competition in relation to house groups in PE lessons.</p>		<p>Learners are striving for their personal best Learners become resilient and learn to win and lose gracefully Learners more aware of houses so it becomes more meaningful</p>	
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Signed off by	
Headteacher:	June 2021
Deputy Head and Physical Well-Being Lead:	June 2021
Governors:	June 2021