



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

Commissioned by  
Department for Education

Created by



YOUTH  
SPORT  
TRUST

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

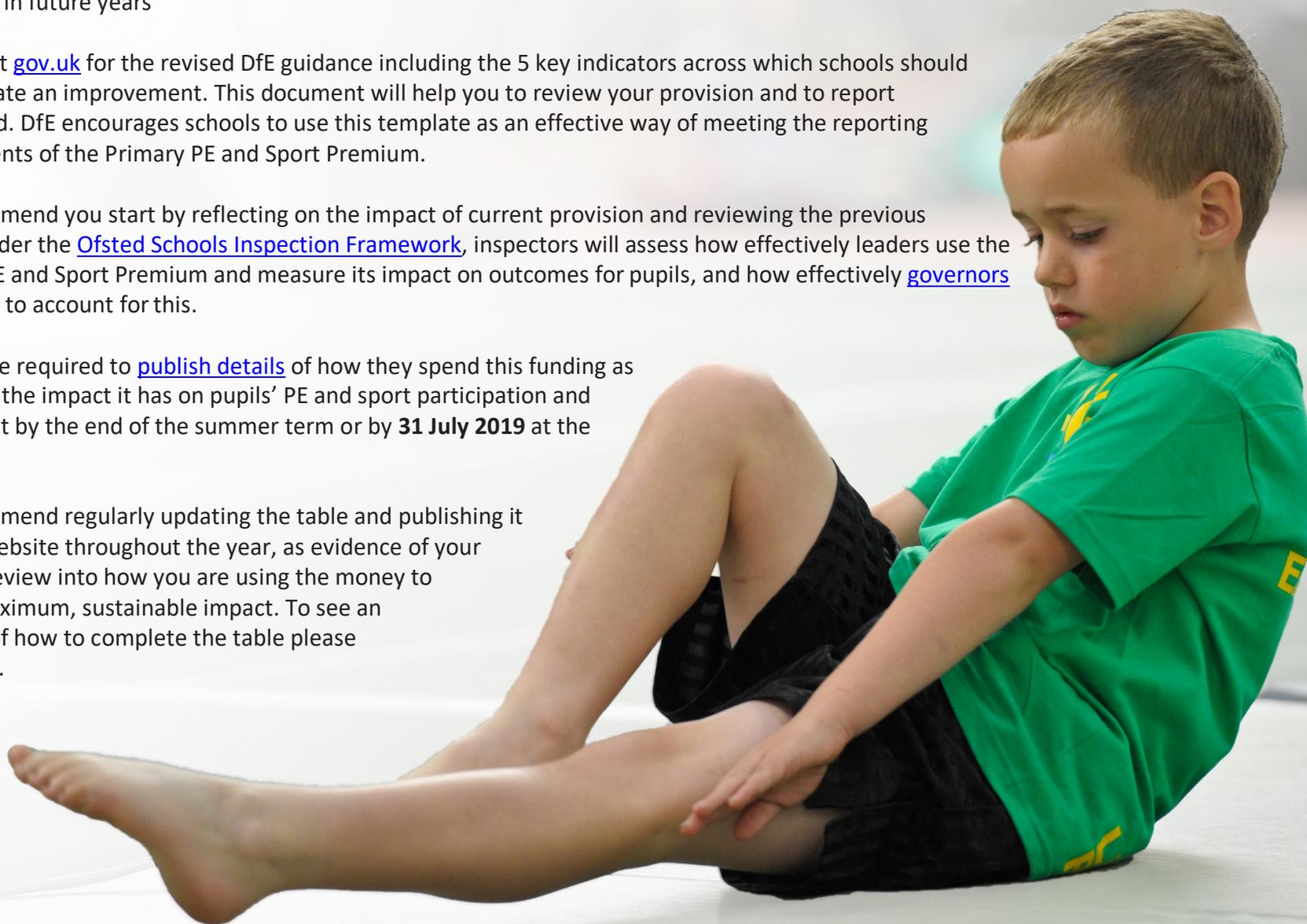
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>July 2019 New PESSPA leader assigned – JM</p> <p>July 2019 - Introduction to the <b>5 Ways to wellbeing</b> from the YST through a bespoke sports day - JM Created a Bespoke Sports day involving a full day carousel of events to promote a positive vibe to sport within school and to introduce new experiences for the learners and an introduction to the 5 ways to wellbeing.</p> <p>Rochdale football club, Rochdale rugby and Rochdale cricket club all booked in to deliver. Bury Airtrack booked for the day (through RFC), ice cream van booked for the day, Link4Life adapted bikes booked for the day, internal Yoga provided. Full day event in which classes carousel around activities.</p> <p>Impact - Lots of positivity about sports day. Staff particularly animated and high fiving me, congratulating me, very upbeat buzz at the end of the day and compliments. Feedback forms from learners, staff and parents all very positive. Great parental turn out from Experiential learners and comments on the fact that they never thought their child would ever be able to ride a bike etc. (turn out previously has been low in this phase).</p> <p>Sensory circuits running consistently in the Exploratory phase and a session for a small group of learners in the Investigative phase. Parent workshop evening with many stalls including sensory provision, sensory diets, sensory circuits, an opportunity for parents to put themselves in a virtual experience etc.</p> <p>Achieving the School Games Silver Mark for the first time - academic year 2018 – 19</p>	<p>Continue to build on the positive vibe created by sports day - deliver future sports days along the same criteria.</p> <p>Continue to build links in the community and sustain the links we already have.</p> <p>Act on the feedback received</p> <p>Turn the week we have sports day into a Health and Wellbeing week.</p> <p>Intro the school games values and assist learners to be aware of House groups and raise the profile of our Learner Council / Sports crew</p> <p>Make use of the great rebound therapy equipment we have as it is not being used at all and hasn't been since purchased for Rebound Therapy.</p> <p>Achieve the 'School Games GOLD Mark'</p> <p>Introduction of Personal Challenge</p> <p>Increase physical activity per day – Intro walk a mile, maths on the move, daily movement breaks etc</p> <p>Focus on Physical &amp; Wellbeing through a working party</p> <p>Incorporate adapted bikes more regularly into our provision</p> <p>Renew/update our Healthy Schools application</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	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%
<p>There are sixteen Y6 learners this year at Springside school. 6/16 (38%) have accessed swimming lessons at the local swimming pool. Of the learners that attended the external swimming lessons 5 learners could not swim and started with a woggle and 2 armbands each, one of these learners was also very reluctant to enter the pool on his first session and did so very tentatively. One learner could swim with just a woggle. All learners needed to build their confidence in the water and all learners have a SEND.</p> <p>10/16 (62%) have accessed swimming at the school's hydrotherapy pool. 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. Sessions are planned to support learners to develop confidence in and around water as well as to support physical 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.</p> <p>100% of all learners over the year have access to either the swimming lessons at the local pool or the school's hydrotherapy pool.</p>	<p>Mid term - The learners have been increasing their confidence weekly. Three of the learners can now swim a length unaided on their front and back and jump into the pool from the side. The other 3 learners can swim a width with a buoyancy aid on their front. All learners have significantly increased their confidence in the water and are aware of safety in the water.</p>
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 – the learners swim once a week for the whole of year 6

## 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 students today and for the future.

<b>Academic Year:</b> 2019/20	<b>Total fund allocated:</b> £16,874	<b>Date Updated: Produced - 31.10.19</b> <b>Updated – 16.04.20</b>		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 25%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Rebound Therapy</b> up and running on a daily basis for the Exploratory Phase Learners.</p> <p><b>Impact on Learners:</b> promote balance, 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 Rebound Therapy.</p> <p>Other benefits include: <b>Wellbeing:</b> Stimulation of digestive system, improved bowel function, internal organ massage, clearing of toxins from the body</p>	<p>Purchase a Grasshopper Trampoline with power mesh bed which can be permanently up in the butterfly classroom due to its smaller size.</p> <p>Pad/mat the wall the trampoline is against.</p> <p>Purchase padding, cushions, large beanbag, peanut ball etc. to facilitate Rebound Therapy.</p> <p>Phase Lead to timetable learners and staff to facilitate regular daily delivery of Rebound Therapy for the 3 Exploratory classes.</p>	<p><b>Green Money Spent</b> <b>Red Money still to be spent</b></p> <p>£1,864.30</p> <p>£500</p>	<p>Rebound can be delivered on a daily basis so all learners in the Experiential phase, for whom it is relevant, get at least once or twice weekly sessions of Rebound Therapy.</p> <p>Because it is in the classroom Physiotherapists, OT's assist with relevant programs for the learners when they are in school incorporating their physio needs into their rebound programs.</p> <p>Follow the Huddersfield Functional Index toolkit for accurately measuring and recording outcomes in Rebound Therapy using grades 1-3.</p>	<p>Staff within school are trained in the delivery of rebound at Level 2 so we are able to deliver year on year with a specific rebound Team</p> <p>Due to the trampoline being permanently set up, the provision of rebound therapy becomes part of daily classroom practice</p> <p>Continue to train staff and renew rebound Therapy training 3 yearly.</p>

<p>Introduction of, 'Walk a Mile' for our Investigative Phase Learners and staff</p> <p><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.</p>	<p>Plan a course for the Walk – along path from Investigative classrooms to the field, around the field, through the MUGGA and back around the field, it will be dependent on learner's ability/fitness level how many laps they do. Some learners will do one lap and then slowly walk in the MUGGA, a small number of learners will be taking part in sensory circuits as an alternative.</p> <p>Make sure staff are strategically placed for Health and safety of learners.</p> <p>Get the overhanging growth cut and keep it cut at a reasonable level.</p> <p>Make sure learners come prepared for all weather types</p> <p>Create a mind-set among staff and learners that unless it is absolutely pelting down with rain or dangerous we will be going out on the walk. Phase Lead has final call on the day.</p>	<p>£ 100</p> <p>£100</p>	<p>Some learners initially found it very tiring but as the weeks are progressed are managing without getting as out of breath or are able to increase the amount of laps they do. They are realising themselves how much fitter they are getting.</p> <p>Learners are refreshed and 'ready to learn' when the walk is finished.</p>	<p>This is very sustainable as there is little cost and once it is up and running it becomes part of the daily routine.</p> <p>Next steps: introduce Personal challenge into the walk and a way to record this using maybe house points/tokens as an incentive.</p>
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<p>Continuation of <b>Sensory circuits</b> in Exploratory Phase including extra class and one session in investigative phase. Introduction to the next step, 'How does your Engine Run?' to assist Learners to self-regulate at a level they can comprehend.</p> <p><b>Impact on learners:</b> Learners are able to regulate ready for the start of the school day, improves fitness and health.</p>	<p>Phase lead to timetable areas and equipment to allow for the 5 classes in Exploratory to complete sensory circuits at least once each day.</p> <p>Purchase the Sensory Circuits book Staff able to use as a reference and research tool. Make individual cards of the activities in each section and laminate – each class to have a copy</p> <p>Purchase the book, 'How Does Your Engine Run'</p> <p>Introduce How does your engine run to the higher ability learners in the Investigative phase. Use a trial group initially - SB- Tigers</p> <p>Top up equipment for Sensory Circuits due to damage, wear and tear, loss and new innovative equipment.</p>	<p>£40.00</p> <p>£50.00</p> <p>£200</p>	<p>Learners able to self-regulate appropriately</p> <p>Sensory circuits are carried out Each morning on arrival by the Exploratory Phase and a small number of learners from the investigative phase. This helps the learners to regulate ready for the days learning.</p> <p>Book is used as a reference and staff have access to activities to prevent overuse of one activity.</p> <p>How does your engine run was started with the Tigers class unfortunately the teacher who started it has now left and leaners are not in school at the moment (COVID 19). This will be picked up again when it is possible to do so.</p>	<p>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 Phase lead who continues to realise its importance.</p> <p>Regular updating of Sensory circuit resources.</p> <p>Staff referral to, 'Sensory Circuits' benefits and needs, training delivered where necessary for new staff.</p> <p>Book purchased - trial group completed – Teacher to share success with other staff on how it worked in her group.</p> <p>Continue to implement in Investigative phase where appropriate</p>
<p>Introduction of <b>Extra Curricular activities and daily lunchtime clubs</b> for learners across all phases.</p> <p><b>Impact on learners:</b> improves fitness and health, supports chief medical officer guidelines. Improves self-confidence promotes social skills etc.</p>	<p>Investigative Phase: TA4 taking charge of lunchtime clubs with the basis on Physical &amp; Wellbeing - provided in the drama room each dinner time.</p> <p>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 &amp; LT to run.</p>	<p>Lunchtime cover for staff to run clubs</p>	<p>Register of attendance at lunch and after school clubs. The learners really benefit from these clubs increasing their confidence and social skills as well as their physical abilities. As a result 2 learners were chosen to represent Rochdale (L3) at the Manchester Youth Games, unfortunately due to COVID 19 this competition did not go ahead.</p>	<p>Good will of staff and being able to release staff to cover lunch clubs rather than dinner duties will keep this activity sustainable.</p> <p>These learners need an alternative as they don't eat at lunch time so can sustain this activity with the staff on duty</p>

<p><b>Cross – curricular Physical Activity</b> links to increase and improve wellbeing</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>Exploratory Phase: Once Rebound Therapy is up and running and therefore the trampoline is set up in the hall all day Tuesday - create a lunchtime Rebound club on Tuesdays JM &amp; JS to run.</p> <p>Skylight Circus – continue our link with Skylight circus. One full day of performance and workshops for 4 Investigative classes (Aut 1). Then focussed grp 8 learners x1 pm session Aut1 Same 8 learners then do after school club at Skylight circus Aut 2 6 wk block. School bus and driver to transport there, parents pick up.</p> <p>Create a timetable of clubs and register of learners attending.</p> <p>Purchase any specific equipment required for the clubs i.e. Pom Poms for cheerleading club, scarves for dance club etc.</p> <p>Introduce <b>daily 5min movement breaks</b></p> <p>Roll out, ‘<b>Maths on the Move</b>’ throughout the Investigative and Exploratory phases</p> <p>Purchase more large Numicon</p>	<p>£200</p> <p>£1200</p>	<p>Learners have physical activity over the lunch period in a timetabled daily club lead by a member of LT or TA3. This has proved very successfully.</p> <p>Due to the physicality of the Rebound morning and afternoon sessions for the staff involved and them therefore needing a longer break than anticipated we have not yet established the Rebound lunch club. We need to look at getting other staff involved which involves cover over lunchtime for their classes! Evidence in individual rebound assessments</p> <p>Wellbeing, new skills, opportunities the learners wouldn't usually access, fun etc The Skylight circus programme took place in the Autumn term with workshops in school and a successful after school club.</p> <p>Timetable and register of clubs, photographic, feedback from learners and deliverers. Fortnightly Sports Crew Newsletter</p> <p>Clubs can go ahead without any resource issues in an efficient manner.</p> <p>The resources specific for Maths on the move have started to</p>	<p>Staff are now trained and the trampoline is up every Tuesday so activity can be sustained.</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>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</p>
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<p>shapes, large flat mat 2 D shapes, Large 3 D shapes, print and laminate various instruction pictures.</p> <p>Introduce <b>JABADAO</b> – Trial initially in Ducklings and Elephants – JS TA4 to lead.</p> <p>Developmental Movement Play is child led, play based, non-verbal movement approach based in movement play practice and development movement theory</p> <p><b>English</b> - Continue the use of funky fingers, write dance, dough disco etc.</p> <p>Roll out, '<b>Wilderness Therapy</b>' with 'eQe Outdoors'</p> <p>We have invested through Pupil Premium Money in 'Wilderness Therapy'.</p> <p>First term 2 staff trained in Wilderness therapy one targeted group of learners per week taken out am, training and feedback pm</p> <p>A group of targeted learners with emotional needs will take part every Tuesday one group am one group pm on a 6 week course led by 2 Trained Springside staff and do activities out in the woods/forest – den building, fire pit, walking,</p> <p><b>Yearly Bike maintenance put in place and initially all broken bikes fixed.</b></p> <p><b>Impact on learners:</b></p>	<p>arrive. Two classes so far are delivering Maths On the Move and we will continue to roll it out.</p> <p>Develop social skills in a fun way which motivates learners and increase physical activity which impacts wellbeing.</p> <p>Felicity has begun to roll this out with two classes in the Exploratory phase receiving very positive feedback, we will now look to roll this out further.</p> <p>Assists fine motor skills in a fun hands on learning approach</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). LT observe visits.</p> <p>Increase physical activity Improve emotional wellbeing, self-esteem, confidence, social skills, decision making, communication, self-discovery. Whilst exploring an environment they would rarely access</p> <p>FJ (TA4) &amp; MO (TA3) are now</p>	<p>damaged items.</p> <p>1x TA4 trained in this and trialling in Exploratory Phase with 2 classes - if proves beneficial look to extend the trial to other phases and classes and train other staff in delivery through TA4 input and modelling.</p> <p>Two members of our staff are undertaking the training with a group of learners and the eQe trainer. (Aut – Term)</p> <p>JM to monitor trips as EVC lead</p> <p>Once the staff are trained and passed their qualification they are to take 2 groups out per week on half termly blocks. (spr/sum)</p> <p>School Bus and driver to be timetabled every Tuesday am &amp; PM for Wilderness Therapy outings.</p> <p>Trained TA4 FJ to lead the</p>
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<p>improves fitness and health, supports chief medical officer guidelines. Makes sure the bikes are safe to use and in consistent use.</p>	<p>discovering nature etc.</p> <p>Keep a register of learners who have taken part over the year</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>£200</p>	<p>fully trained to deliver Wilderness Therapy and have successfully ran the therapy with 2 groups (see reports) and had just begun their third group when COVID 19 interrupted procedures.</p> <p>We had a care taker who got all our bikes back up and running so have not had to call on this service yet. Bikes remain in working order are safe and can therefore be used regularly and consistently</p>	<p>project each week, overseen by Assistant Head (Behaviour lead) and EVC lead.</p> <p>Good link with Link4life £13.80 hourly rate for continued maintenance</p>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>  <b>Physical Education, School Sport and Physical Activity</b></p>	<p>Percentage of total allocation:  11%</p>
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School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to promote the <b>5 Ways to Wellbeing</b> and PESSPA as a whole</p>	<p>September 2019 - Display related to July sports day and demonstrating learners participating in the 5 ways to wellbeing.</p> <p>Make and place a Physical &amp; Wellbeing book at reception with sports day pictures and feedback from learners, staff and parents. Continue to add to this book with examples of whole school physical and Wellbeing activities.</p> <p>Revamp our assemblies to have a</p>		<p>Learners and staff commenting on photographs as they pass the display</p> <p>Staff more aware of the five ways to Wellbeing.</p> <p>Lots of visiting parents, whilst waiting at the front office, looking through the Physical and Wellbeing book and commenting positively. This book has been looked at so much it is falling apart, need to look at a more robust book to house the information.</p>	<p>Now we have a designated display board for Physical and Wellbeing it can be updated at termly intervals with the latest ways to wellbeing being displayed.</p> <p>Now we have a book started we can assign a staff member to collate the photo's etc to continue to fill the book when we have whole school Physical and wellbeing activities.</p>

<p>Obtain the <b>School Games GOLD Mark</b></p> <p>Incorporate the school <b>games values</b> into our Motto, school values, whole school ethos. Learners made more aware of the House Point groups and systems and introduce 2 x Personal Challenge per year</p> <p><b>Impact for Learners:</b> Health and Wellbeing improved as learners become more aware of and practice, self-belief, determination, respect for others, honesty, passion and teamwork.</p>	<p>more structured routine to them to sustain interest and base them around the house point system (to build awareness of their houses), School Games Values and personal challenge.</p> <p>Assembly structure created through consultation JM to create an assembly file for each class group. JM to deliver the idea, purpose and structure of the new assemblies at a staff meeting JM to deliver first assembly 07.10.19 TA4's with School council/sports Crew to allocate learners to houses Learners to sit in houses in assembly and Sports Crew to help lead assembly as house captains Each week one of the school games values will be the focus of the week with a child from each class getting a certificate for that value.</p> <p>Purchase tokens for house points, relevant colour bibs for Learner Council Sports Crew and engrave with house motto, Believe, Enjoy, Achieve Together', Assembly cart, Display boards of each colour etc.</p> <p>The Personal challenges will be introduced at these assemblies and focussed upon each week. As well as a corner of the yard each play time containing equipment related to the Personal challenge for learners to practice daily. Allocate a lunch</p>	<p>£300</p>	<p>Learners more aware of House Groups Sports Crew gaining in confidence and leadership qualities Learners much more focussed and engaged at assemblies School Games values incorporated into daily school life, learners and staff much more aware of the School Games Values and the school Motto</p> <p>All equipment is now purchased and in one place for ease of running.</p> <p>To keep consistency for the learners we have had the same staff member delivering the assembly each week. The assemblies have proved very successful, the learners are definitely more aware of their house groups and the school games values. They are also more focussed as the format and structure of the assemblies each week is the same. The Learner Council/Sports Crew are now fully aware of their roles due to the consistency, independently carrying them out and leading weekly.</p> <p>The first Personal Challenge was introduced at the assembly, however this was not an ideal way to intro so Personal Challenge</p>	<p>Once the system, routine of the assembly is embedded it can be run by any member of staff all the equipment is readily available, the Power point is on the O drive. Each class has an assembly file with everything they need. It is just a case of changing the value each week and the song each half term and the personal challenge once a year.</p> <p>Need a lunchtime supervisor to take ownership of getting the</p>
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<p>Sustain 2 hours curriculum PE delivery in all 3 phases.</p> <p>Asertain how much physical activity is carried out in each phase but particularly in the Experiential Phase and how relevant is this for these learners?</p> <p><b>Impact for Learners:</b> Health and Wellbeing improved through Physical activity. Improved Physical Literacy for all learners.</p>	<p>time supervisor to take control of this.</p> <p>With the learner Council/Sports Crew create a fortnightly Newsletter to go home to all parents on a Monday fortnightly with the latest Physical and Wellbeing news. FJ with Learner Council/Sports Crew to create Newsletter.</p> <p>Create a display at the Springside entrance which has the Value of the week and associated certificates for that week displayed and the fortnightly newsletter with all the latest physical and wellbeing news. Assign somebody to change value and certificates on the display weekly.</p> <p>Each class in the Investigative and Exploratory phase have: A 45 min hall slot with 15mins each side for getting changed for PE (a vital life skill for our learners which takes lots of practice &amp; time to allow as much independence as possible). Each class also has a 30min soft play slot to practice mobility skills and either 15mins walk a mile or sensory circuits.</p> <p>Experiential learners – Butterflies - each learner has 45mins daily physio/mats input, 30mins sensology daily, 40min soundbath (meditation) daily. On top of this some individuals will have</p>		<p>has been dropped from assembly and carried out in individual classes now.</p> <p>Learners aware of and practicing the Personal challenges regularly</p> <p>The Learner Council/Sports Crew with the help of FJ have successfully produced a fortnightly Newsletter. Parents are therefore aware of and celebrating regular Physical &amp; Wellbeing activities in school. Learner Council taking ownership of activities and news shared</p> <p>The Springside Transport entrance displays the fortnightly newsletter along with the value of the week and the certificates awarded in that week's assembly</p> <p>Each child receiving at least 2hrs curriculum time PESSPA per school week</p> <p>Receive the School Games Gold Mark.</p> <p>class timetables highlight provision in Experiential Phase.</p>	<p>personal challenge equipment out and staff to encourage use of the equipment</p> <p>Need to keep equipment in yard storage area for personal challenge</p> <p>TA4's to take charge with Learner Council/Sports Crew at regular weekly meetings (FJ)</p> <p>Assign a member of staff to changing the display weekly updating the Value and certificates and the newsletter fortnightly. (GB)</p> <p>The use of the main hall being shared with Hamer and us allocating our full day use of the hall to Rebound Therapy can affect this adversely. However, with careful timetabling and use of the small hall and outside areas this should be able to be sustained.</p> <p>Look in depth into our curriculum delivery for PE and how it should look in each</p>
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<p>Independent transfers, soft play, rebound, hydro, standing frame etc This is one class need to Collate information from the 3 Experiential classes regarding their timetables to ascertain whole class physical activity opportunities</p> <p>Decide if we need, 'PE Lessons' or if individual movement targets suffice in Experiential Working party established in Autumn term with a mix of teaching staff and TA's (9/10 members)</p> <p>One staff meeting per half term allocated to the working party getting together and working on actions.</p> <p>Create a <b>Physical and Wellbeing Working Party</b> to promote and create actions in this area. SDP – How can we prevent or reduce the high levels of stress, anxiety and depression in all of our learners in the Experiential, Exploratory and Investigative Phase</p> <p><b>Aims</b> <b>Increase Physical activity</b> -in line with the government drive to improve learners' 'Physical Literacy and 'Personal Development' <b>Promote Healthy Lifestyles</b> – Develop learners understanding of how to keep physically healthy, eat healthily and maintain active lifestyles.</p>	<p>Update / Renew Healthy Schools status Learner Council to carry out a snack survey and then promote healthy eating in line with our Healthy Schools Application.</p> <p>Increase Physical activity – see Key indicator 1 above</p> <p>Revamp assembly /create display etc– see above</p> <p>Enter the Rochdale school Games events – see indicator 4 below</p> <p>Link for Life - FRESH, adapted bikes, tri golf, boccia etc see indicator 3/4 below</p>	<p>Training MAPT £300</p>	<p>We have looked into introducing MAPT for the Experiential learners for their PE lessons which concentrates on developing individual skills. We are planning to train our staff in the summer term.</p> <p>Increase Physical activity alongside Wellbeing in line with our SDP –</p> <p>Achieve, 'Healthy Schools Status' This was updated and applied for early in the year, due to absence of the lead on this at the LA we have not yet heard back from them yet!</p> <p>Learner Council have completed the snack survey and been promoting Healthy eating.</p> <p>Physical activity across the school has been significantly increased.</p> <p>Assemblies have been revamped (see above)</p> <p>We have entered a number of Rochdale School Games events – Gymnastics, table Cricket, Boccia etc with 2 of our learners</p>	<p>individual phase. Should there be specific PE lessons in PMLD How does PE look for our ASC learners? etc</p> <p>Staff meeting time per half term allocated to working party's</p> <p>Staff able to go with own personal interest and therefore join the working party of their choice.</p> <p>Working party's will focus on SDP targets/objectives.</p>
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<p><b>Achieve the School Games Gold Mark</b> – ( see above)</p> <p><b>Impact for Learners:</b> Health and Wellbeing improved through Physical activity. Improved Physical Literacy and Personal development, reduced levels of anxiety, stress depression.</p> <p>Build on the last years Sports day with a – <b>Physical and Wellbeing Week based on the Olympic Games</b> in National Sports week 2020 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</p>	<p>Culminate with a focussed Physical and Wellbeing Week (See below)</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; Mayoress of Rochdale and Press</p>	<p>£1000</p>	<p>being chosen to represent Rochdale at the Greater Manchester School Games (L3)</p> <p>Achieve the ‘School Games Gold Mark’ – we are on track to achieve this however with the COVID 19 incident we are awaiting to hear how this will affect applications this year.</p> <p>We are awaiting to see when and how learners will return to school after COVID 19 causing schools to run differently, to be able to ascertain if it will be possible to run a full Health and Wellbeing week as planned – The official Olympic Games which the week was based on has been cancelled.</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>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</p> <p>Continue to build on this with an annual physical and wellbeing week with relevant current focus</p>
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<p>PE Cupboard – <b>Make equipment more accessible</b></p>	<p>Need a megaphone or portable microphone to use on the Muga and a way to get music onto the MUGGA – discuss with the technicians.</p> <p>Throughout the week we will have health and Wellbeing and Physical activities going on internally and from external providers. 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 and house winners for sports day.</p> <p>Work with Hamer to start using the main PE cupboard in the main hall again. Split the cupboard in half for</p>	<p>£600</p>	<p>Learners experiencing new activities, activities they may not have the experience of otherwise.</p> <p>Good secondary role models to aspire to 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 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> <p>We have reclaimed half of the PE cupboard and partly shelved it, we are awaiting the stand alone</p>	<p>Use community links we have established over the years to facilitate the week</p> <p>Once shelves are up, equipment in place it is just a case of maintaining the</p>
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<p><b>Impact for Learners:</b> Resources immediately accessible so lessons and engagement can get underway with no delay.</p>	<p>each of our equipment. Will need to shelve our half as un shelved at present and move hooks.  Once shelved purchase boxes to house equipment on shelves and move it from its present storage to the main PE store.</p>		<p>shelving to be delivered. All equipment is now in the cupboard. Once equipment arrives we can organise and label properly for ease of access.</p>	<p>equipment and replacing any breakages/loses  Build on specialist equipment</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:
				18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Rebound Therapy</b> up and running on a weekly basis particularly for PMLD &amp; ASC learners.</p> <p>Host the training at Springside so we can know exactly how it will be regarding our learners and equipment and it is easier to facilitate.</p> <p><b>Impact on Pupils:</b> promote balance, 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 Rebound Therapy.</p>	<p>Train 6 of our staff in Rebound Therapy 2 full days (24/9 &amp; 01/10/19) plus cover for classes while staff are out.</p> <p>Open this training up to staff from Newlands x3 and Redwood x3.</p> <p>Use the newly trained staff to help the staff already trained in Rebound Therapy previously (However, not practiced it since) to remind them of their training and upskill them.</p> <p>Allocate all day Tuesday to the delivery of Rebound Therapy in the large hall - TA4 to lead JS, with the support of JM</p> <p>Timetable learners and staff to facilitate regular delivery and fair access for relevant Learners</p>	<p>£1204 Training</p>	<p>Follow the Huddersfield Functional Index toolkit for accurately measuring and recording outcomes in Rebound Therapy using grades 1-3.</p> <p>Due to policies, health and safety issues being established, staffing etc the Rebound in the main hall did not get up and running until January 2020 Rebound was then happening one full day per week initially for the Exploratory phase. The summer term was then going to be for the Investigative Phase as the Experiential phase have their own trampoline. However, COVID 19 halted our delivery in March.</p> <p>Previously Rebound trained staff have been working with newly trained staff therefore recapping on skills and delivery.</p> <p>The learners were developing confidence, communication and social skills as well as physical abilities and thoroughly enjoying themselves.</p>	<p>Staff within school are trained in the delivery of rebound so can continue to deliver year on year with a specific rebound Lead Team– JM &amp; JS</p> <p>Continue to train staff and renew rebound Therapy training 3 yearly.</p> <p>In the long run look to sell the larger trampoline in order to purchase a smaller one which can then be used in the small hall on a regular basis as we have limited access to large hall (co-located) and therefore, need to prioritise for PE lessons when we do have it.</p> <p>Continue to promote Healthy school agenda and to continually update status and monitor targets / objectives of healthy schools</p>

<p>New PESSPA lead and Physical and Wellbeing Working Party lead to attend course on <b>Healthy schools/Healthy food</b> 19.09.19</p>	<p>Made links with Leigh Anne Carnall Link for Life –Book in FRESH – 6 week nutrition and exercise classes for our Investigative learners, combine two classes for Summer term</p> <p>Also book in coaching on New Age Kurling and Boccia from Link for Life in preparation for school games competitions.</p> <p>Also links to be involved with Healthy schools cluster meetings and therefore the updating of our Healthy school’s status</p> <p>Fed back to Physical and Wellbeing working party (see actions above)</p>	<p>Free</p> <p>£22 per hour X 6 for each sport = £264</p>	<p>Staff to work alongside FRESH staff to improve their delivery and skills in this area – this was booked in for Summer 1 – so due to COVID has not gone ahead.</p> <p>Staff to work alongside coaches to understand the rules and skills involved in the game</p> <p>Coaching was delivered to our Dinosaurs and Penguins classes. This was very successful and now equipment that has been unused for years is now being used and staff are disseminating their new knowledge to other staff on how to play the games involved.</p>	<p>Continue to use website to enter competitions and apply for school games mark annually</p> <p>Implement water sports in Physical and wellbeing week</p>
<p>New PESSPA lead to attend <b>Rochdale and Oldham Sports Partnership Health, Wellbeing and Sports Conference 2019</b> – 16.10.19 Middleton Arena 9-3pm.</p>	<p>Attend conference and disseminate information to staff. Workshops to attend: #Thrive –Rochdale specific (<i>Developing resilient and confident children</i>) Your School Games website GM Active Inclusive PE training Sports Premium Also an update from YST, LGBT, talk from an Olympian and a successful school from requires improvement to outstanding Gold mark school</p>	<p>£10</p>	<p>Updated Healthy Schools Status</p> <p>Able to navigate Your school Games website efficiently getting the most from it.</p> <p>Made contacts with Hollingworth lake regarding water activities for SEND learners – Archery, climbing and water sports -</p> <p>Update on latest government and</p>	<p>School to school Review process takes place annually the focus will be decided on a yearly basis so may be in a different area next year. However, the professional links we have made with the specialists in the other two special schools will continue to</p>

<p><b>Greater Manchester Special Schools - School to School Review SL17</b> - To review the development, delivery and raised profile of PESSPA and Wellbeing at Springside school</p> <p><b>Impact for Learners:</b> The processes will be analysed externally by independent parties and evaluation and processes acted upon according to feedback which will in turn benefit the learners.</p> <p><b>PESSPA Questionnaire</b></p> <p><b>Impact for Learners:</b> Expertise used to enhance provision. Staff supported and trained where confidence , skills lacking</p>	<p>Create a School to school team within Springside to attend the 3 days based on expertise</p> <p>Create School to School support planning form and collate related paperwork to provide on the day</p> <p>Timetable the review day at Springside for the team and provide refreshments</p> <p>Act upon the feedback received.</p> <p>Ask Teachers to fill out a PESSPA Questionnaire in relation to last year's class and their own confidence skills and knowledge of PESSPA.</p> <p>Collate information and capitalise on any skill sets, offers to run clubs etc</p> <p>Look into any support training needs and use Rochdale school Games membership to capitalise on training opportunities if relevant.</p> <p>Create a similar questionnaire for TA's to gather information on their confidence, skills and knowledge when it comes to PESSPA.</p>	<p>£100</p>	<p>OFSTED developments</p> <p>Feedback analysis from external agency to assist moving forward</p> <p>The process has provided a practical and useful `critical friend` to inform developments and the fact that all involved are from the SEN sector, there is an awareness and understanding of current ideas and issues within the sector. It has proved to be a great platform for reflection and to provide the opportunity to gain additional self-confidence in knowing that the school is moving forward. It is also a useful tool to inform and support change with staff and senior leaders.</p> <p>Due to this process the sharing of expertise has been paramount and as a result we are planning to take on the MATP (Motor Activity Training Programme) and have formed closer links with Greenfold, Torview and Redwood in the process.</p> <p>Staff Questionnaire was v informative and has provided a platform of positivity going forward as all staff members rate physical and wellbeing as a very high priority for our learners.</p>	<p>be explored and developed.</p> <p>Will depend on results of questionnaire</p> <p>Capitalise on staff expertise and put training in to support where needed</p> <p>Once the scheme is bought and training implemented continue with monitoring its effectiveness and adapt if necessary</p> <p>Internal staff member fully trained and very enthusiastic, training been disseminated to other staff which makes it</p>
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<p><b>Evaluate PE curriculum delivery</b></p> <p>TA3 Jo Rand attended a week course, <b>'Therapeutic Yoga for Special Children'</b> At her own expense</p> <p><b>Impact for Learners:</b> Increased Resilience Emotion control Body Awareness Breathing Control Sense of relaxation/calm</p>	<p>From above Questionnaire, conversations with staff and observations and monitoring etc. analyse the delivery of PE, available schemes appropriate for SEN delivery. Create a bespoke curriculum for Springside school Train staff accordingly and buy relevant schemes if appropriate</p> <p>Jo to deliver Yoga in our Physical and Wellbeing week across the school in all classes tailored to class/individual need – need to put cover in her class for the sessions</p> <p>Jo to deliver a lunch time or after school club (would need dinner cover in Rhino's to bring Jo out)</p> <p>Jo to disseminate her training to other staff – Deliver a whole staff training on the overall approach then 3x more in depth training for those interested on: Breathing, Autism and PMLD.</p> <p>Purchase 10 x Yoga mats</p>	<p>£1500</p> <p>£</p> <p>£</p> <p>£180</p>	<p>Learners will have a progressive PE curriculum provided which caters for their specific needs</p> <p>As mentioned above we will be introducing MATP. We are also still looking into the curriculum delivery options focussing on equals and various other motor programmes to provide a bespoke curriculum for our learners.</p> <p>Physical and wellbeing week feedback forms- Parents, learners &amp; staff</p> <p>Staff feedback on training Learner feedback</p> <p>Unfortunately Jo has had a long term absence from the Autumn term to present day and therefore only a small portion of Yoga has been delivered in school based on what staff have learnt previously from Jo and are therefore delivering.</p> <p>We have the Yoga mats and classes are utilising them.</p>	<p>sustainable.</p>
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<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 36%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>Input in/link with - <b>cycling hub at Springfield Park</b></p> <p><b>Impact for Learners:</b> A local hub which school and Learners can access during school hours and out of hours for a minimal cost.</p> <p><b>Apply for a joint funded grant to purchase wheel chair and adapted bikes.</b> so that all learners can access riding a bike on a regular basis.</p> <p><b>Impact for Learners:</b> Learners who have no access to</p>	<p>Attend a cycling meeting on the 15<sup>th</sup> October 1 – 3pm to explore the possibilities of developing a cycling hub at Springfield Park which will include Accessible Cycling, Two Wheel Cycling and Cycle Maintenance. The project has got the support of the Friends of Springfield Park and is generating interest from both British Cycling and Rochdale Council. The project would also like to explore linking in other activities with the project for example Nordic Walking, Wheelchair Accessible Walks, Couch to 5k, Night Rides, Nature Walks, School linked delivery.</p> <p>Apply for a joint funded grant with British cycling to purchase a grant for matched funding for an adapted wheel chair bike and an adapted chair bike and so all our learners</p>	<p>No cost initially for us. Ongoing weekly minimal cost once up and running when using facility</p> <p>Bikes £4000 with matched funding (£8000 without)</p> <p>Container £1500 (20ft) with matched</p>	<p>Impact on community and schools locally</p> <p>Regular use of adapted bikes sessions at Springfield Park –if it gets of the ground</p> <p>Not heard anything further since the initial meeting regarding this project</p> <p>Comments and feedback from parents, staff and learners on sports day prove the worth and impact.</p> <p>PMLD and other learners being able to ride a bike on a regular basis with ease of access – a sport a lot had not accessed until a</p>	<p>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.</p> <p>Sign post the hub to families so they can use at weekends and holidays</p> <p>Once bikes purchased regular maintenance and timetable of their usage. Store appropriately and maintain regularly.</p>

<p>riding a bike at present are able to ride a bike regularly.</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 and can be signposted to use with parents.</p> <p>Link with Redwood - <b>Rowing</b></p>	<p>can access cycling and a container to store the bikes.</p> <p>Would need to speak to GFM about the purchase and storing of a container or if alternately we could use the one now stored in the car park area.</p> <p>Make a link with Hollingworth lake make use of there fully accessible climbing wall - Learners can be hoisted into a sling and taken up the wall , Sailing is fully accessible 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</p>	<p>funding (£3000 without)</p> <p><b>Bucket seat bike £3645</b></p> <p><b>£500</b></p>	<p>one off sports day event.</p> <p>Unfortunately we were unsuccessful for the grant as it was more a community project than school based. We will therefore purchase bikes gradually using this premium funding over the next couple of years. We are also going to store internally initially. Our first purchase is the Bucket seat bike as that will allow a large majority of our learners to access biking.</p> <p>Learners taking part in activities that may usually be inaccessible to them</p> <p>Building confidence, self-belief, resilience, wellbeing</p> <p>This was going to be part of the Health and Wellbeing Week in the summer term, due to COVID 19 we do not know if this will be able to go ahead this year.</p> <p>Smoother transition to Redwood for learners</p> <p>Good role models</p>	<p>Once taken part in activity can see if it is something we want to maintain</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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	<p>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>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</p> <p>We received the bike and began to take part in the sponsored event unfortunately COVID 19 has halted these activities at present.</p>	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				6%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<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.</p>	<p>Introduce myself as new PESSPA lead at Springside.</p> <p>Attend Autumn (17.09.19), Spring (21.0120), Summer (16.06.20) PE Cluster meetings.</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)</p> <p>Set up dinner time clubs to ensure practice time prior to the competitions.</p> <p>Timetable the school bus to transport learners from and to the</p>	<p><b>Membership</b> <b>£300</b></p> <p><b>Transport costs</b> <b>£100</b></p>	<p>Learners participated in the following IPLCN Competitions this year:</p> <p>Learners have participated in the Dance Festival. we were also due to participate in football, orienteering, athletics and Cricket which have all been cancelled due to COVID 19! JW was taking charge of these activities.</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</p>	<p>The IPLCN is a cluster of schools that regularly work together as heads as well as through PE</p>

<p>Join the <b>RBSG Primary Offer</b></p> <p>Impact: Opening up our competition network. Understanding the Rochdale offer and participating in inclusive competition and SEND specific competition. Having Pathway to the school Games competitions. Making links in the community. Reduced membership of Youth Sport Trust.</p>	<p>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) Would need space to carousel events so would need to negotiate use of the main hall with Hamer. Timetable events, invite schools, organise a lead for each event</p> <p>New PESSPA lead to contact SSG coordinator for Rochdale and discuss the RBSG Primary offer in relation to our specific cohort of learners</p> <p>Agreed on a reduced membership due to our learners not accessing everything on offer due to our specific needs.</p> <p>Meeting with Emma SSCO 18.09.19. Provided calendar of this years events and which were most relevant for our learners. Provided a list of SEND resources we could borrow.</p> <p>Enter the 'All4Sport' events</p> <p>Look at entering, 'Bee Proud' events all after school so transport and pick up would need sorting</p> <p>Host a 'Be Proud' event in school</p>	<p>£100</p> <p>£450 (inc membership of YST)</p>	<p>lunchclubs)</p> <p>Smooth transportation to events.</p> <p>Again due to COVID 19 this event is on hold.</p> <p>Opened a lot of doors regarding SEND specific competition including access to the school Games SEN events.</p> <p>Register of attended events and learners who have taken part</p> <p>Events – We have taken part in all of the ALL4Sports events JS taking the lead on this. Sports included are; Table Cricket Boccia New Age Kurling Gymnastics Athletics We were also due to attend further events again now cancelled due to COVID 19.</p> <p>The link with the SSCO's has also meant we have been given table cricket and Goalball resources for free</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>Continue membership at the reduced rate in order to access the expertise on offer</p>
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<p>Attend the annual <b>RANSTAD Athletics day</b></p> <p>Impact: Learners have the opportunity to compete against like for like competition in a professional sports arena in a very well organised 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>time to ease attendance for our learners. Would need use of main hall.</p> <p>A group of ten learners attend the Ranstad Athletics competition</p> <p>Lunch club for targeted group leading up to the event to prepare learners for events.</p> <p>Introduction of personal challenge and more emphasis on house groups in assembly as mentioned above in order for learners 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 school Games certificates in PE lessons Setting small competition in relation to house groups in PE lessons.</p>		<p>No Bee Proud events entered due to everything on hold due to COVID 19 Would be easier to attend event in school day as only offer now is After school.</p> <p>We are booked in to attend this event in June, with the present situation we are not sure if the event will be able to go ahead as yet.</p> <p>Learners are motivated and enthusiastic about the day</p> <p>SEND specific</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 Learners continue to understand and work for the school Games Values</p> <p>The first personal challenge was set in Assembly, we are now going to have more personalised challenges set in classes.</p> <p>PE curriculum and skills builder ideas are under review at present therefore put on hold intro of certs</p>	<p>An event we have attended for the last two years very well organised and at no cost to the school except transport.</p>
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