

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Springside
PE Premium Action Plan
& Spending 2021/2022

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 for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Walk a Mile fully up and running and part of the recovery curriculum in the Investigative phase daily – Also chosen to represent the North West on ITV -Granada Reports for our contribution to The Daily Mile. Quote; 'We were also delighted to see Springside School feature on ITV; thank you to all the staff and students who made <u>this incredible, heart-warming video possible</u>.' Email 16.06.2021 Daily Mile Newsletter. • Plans in place for a Successful Springside Olympic week 12th July • Staff trained and leading Wilderness Therapy on a weekly basis (adapted to the school grounds due to COVID) • Working party for learning Outside the Classroom (LOtC) established, Successful LOtC week celebrated, LOtC being part of the recovery curriculum • Assembly revamped and carried out virtually for the year to include life skills and house groups • Strong links established with RBSG 	<ul style="list-style-type: none"> • 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 • 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. • We need to look at how we can re-establish extra-curricular clubs hopefully without the implications of the pandemic • 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 • We need to re-establish our Educational visits, once possible, using them for independent learning and specific life learning involving physical activity and My Play and Leisure curriculum - making use of local facilities including Hollingworth lake water sports and climbing wall • Continue and further our links with school games, IPLCN, Link for Life etc • Re-establish our swimming for Y6 learners and beyond when the pandemic allows. • Re-establish Rebound Therapy - negotiate for appropriate hall use with Hamer • Re establish the fortnightly Physical and Wellbeing Newsletter produced by the School Council/Sports Crew • Negotiate better provision of days for the large hall to be able to set up ready for use.

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	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 over and above the national curriculum requirements. Have you used it in this way?	Yes/No
<p>No swimming took place Sept 2020-Sept 2021 due to the pandemic. We are hoping to re-establish swimming on a weekly basis in September for the Year 6 learners.</p> <p>In Sept 2021 there will be 16 Y6 Learners.</p> <p>1 in the Experiential Phase, 5 in the Exploratory Phase and 11 in the Investigative Phase.</p> <p>There are 8 to 10 learners who would be able to access the local swimming pool for lessons on a weekly basis.</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.</p> <p>100% of all learners over the year would access either the swimming lessons at the local pool or the school's hydrotherapy pool. We will be using our Primary PE and Sport Premium money to allow for a weekly session throughout the whole year in term time for our Y6 learners to access the local swimming pool where appropriate.</p>	<p>Transport £350 per half term</p> <p>Swimming lessons £ xxx per term??</p>

Action Plan and Budget Tracking

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

Academic Year: 2021/22		Total fund allocated: £16 874	Date Updated: Dec 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				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:
Continuation of, ‘Walk a Mile’ for our Investigative Phase Learners and staff as well as appropriate regulating activities each morning for the other classes (standing pants, sensory circuits etc.). As well as an introduction to, ‘Ride a Mile’ SDP 6a How can we encourage learners to engage in meaningful outdoor opportunities Impact on learners: Learners are able to regulate ready for the start of the school day, improves fitness and health, supports chief medical officer guidelines. Supports wellbeing of staff and learners. Helps learners establish Play and Leisure activities.	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. Due to the purchase of adapted bicycles the learners are very keen to use the walk a mile track to ride a	£ 200	Learners fitness levels increase Learners are keen to learn to ride the different bikes and therefore learn new skills. Learners are socialising and sharing as they walk/ride. Learners are establishing independence and there likes and dislikes regarding Play and Leisure activities. Learners are refreshed, regulated and ‘ready to learn’ when the walk/ride is finished. Some learners choose to jog the mile Learners are increasing their mobility.	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

<p>Continuation of Sensory circuits and Sensory breaks predominantly in the Exploratory Phase</p> <p>Impact on learners: Learners are able to regulate ready for the start of the school day, improves fitness and health.</p> <p>Re-establish Extra Curricular activities and daily lunchtime clubs for learners across school in the aftermath of the pandemic and in line with the recovery curriculum</p> <p>Impact on learners: improves fitness and health, supports chief medical officer guidelines. Improves self-confidence promotes social skills, promotes wellbeing, promotes Independence and my play and leisure etc.</p>	<p>mile. We will therefore alternate between ride and walk a mile as appropriate.</p> <p>Phase lead to timetable areas where necessary and make top up purchases of equipment due to breakages, damage, wear and tear, loss or purchase of new innovative equipment for this</p> <p>Internal training for our new staff on the benefits of sensory circuits, the 3 areas Alerting, organising and calming and related activities.</p> <p>Investigative Phase: Monday dinner time large hall clubs established and linked to the All4Sports and IPLCN events coming up.</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 to run.</p> <p>Exploratory Phase - encourage/teach riding of bikes at certain times of outside play – expectations, helmets, how to pedal and manoeuvre obstacles etc. Tuesday lunch Rebound lunchtime club.</p>	<p>£500</p> <p>Lunchtime cover for staff to run clubs, transport costs, Purchase of equipment</p> <p>£500</p>	<p>Learners able to self-regulate appropriately</p> <p>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.</p> <p>Sensory breaks are taken as and when needed throughout the day using the most appropriate equipment.</p> <p>Register of attendance at lunch and after school clubs</p> <p>Learners have physical activity over the lunch period in a timetabled weekly club</p> <p>Evidence in the fortnightly Newsletter</p> <p>Increased mobility, awareness of danger, ability to ride a bike, fun and wellbeing. Experience of Play and leisure activities, improving independence</p>	<p>It has been sustained for the past 3 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.</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>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>
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<p>Cross – curricular links to increase Physical Activity and improve wellbeing</p> <p>Impact on learners: improves fitness and health, supports chief medical officer guidelines. Allows hands on learning – learning by doing. Improves Wellbeing. Improves independence, emotional wellbeing. Offers My Independence and my play and leisure opportunities</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>Create a timetable of clubs and register of learners attending.</p> <p>Purchase any specific equipment required for the clubs.</p> <p>Across school – LOtC and Wilderness lead to run a lunch club in the Forest area for those learners that would benefit from this experience</p> <p>Continue the Working Party for LOtC (Learning Outside the Classroom) TA4 FJ to lead with assistance from DHT/HT.</p> <p>Continue to 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. Risk assessment for large outside area and possible activities (Fire etc.)</p>	<p>Pupil premium money will be used for the majority of this project, time, staffing, large cost equipment etc</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>Increase physical activity, health benefits emotional wellbeing, self-esteem, confidence, social skills, decision making, communication, self-discovery.</p> <p>Increased awareness of the benefits of Outdoor learning Increased use of Outdoor learning Outdoor areas and resources improved and purchased 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>Continue links with skylight circus through Creative arts director RK</p> <p>Lunch club equipment stays separate from PE equipment 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> <p>Wilderness/LOtC lead to sustain this lunch club. Already fully trained.</p> <p>TA4 FJ LOtC leading in this area. (very passionate about this area) Staff awareness of benefits, resources purchased and training increased therefore more sustainable</p>
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	<p>Create an Outdoor Learning policy Encourage links with other schools to support children's learning outside</p> <p>Continue to develop and run 'Wilderness Therapy' (eQe Outdoors) as an intervention program extending it back to going off the premises in line with the easing of the restrictions due to the pandemic. (advertise and take on a driver for the mini-bus) Led by the 2 staff trained in Wilderness therapy (FJ & MO)</p> <p>Several groups 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 have taken part over the year</p> <p>JABADAO –to be led by the class teachers now it has been modelled. FJ to be used in an advisory capacity and to model good practice. Developmental Movement Play is child led, play based, non-verbal movement approach based in movement play practice and development movement theory</p> <p>English - Continue the use of funky fingers, write dance, dough disco etc.</p>	<p>Replace & purchase appropriate low cost equipment, £200</p> <p>£200 for replacement equipment</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 Improve, health benefits emotional wellbeing, self-esteem, confidence, social skills, decision making, communication, self-discovery. Whilst exploring an environment they would rarely access</p> <p>Develop social skills and communication through music and movement 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>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> <p>FJ has modelled and delivered in the Exploratory phase, staff to continue to use within their own classes FJ to oversee equipment and train staff as and when appropriate.</p> <p>Continues through curriculum where appropriate.</p>
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<p>Yearly Bike maintenance put in place and initially all broken bikes fixed.</p> <p>Impact on learners: improves fitness and health, supports chief medical officer guidelines. Makes sure the bikes are safe to use and in consistent use.</p> <p>Enough helmets purchased and maintained for regular use</p> <p>Improve health and safety, tolerance of wearing safety equipment importance of wearing a helmet.</p>	<p>Maths on the Move (see indicator 3 below) A lot of ASC learners love maths/number but do not like or understand when you want them to move about/be physical – using maths to motivate movement</p> <p>We purchased a number of adapted bikes last year for use during lunch/break periods, ride a mile PE sessions etc and these bikes need regular maintenance</p> <p>The contact we had before the pandemic is no longer working so we need to pursue another avenue for maintenance.</p> <p>Purchase bike helmets, insist on helmets when learners use bikes, everyone consistent with this approach. Make sure the helmets are durable and enough of each size</p>	<p>£200 for replacement of equipment.</p> <p>£100</p> <p>£600</p>	<p>Learners maths and physical activity improve.</p> <p>Bikes remain in working order are safe and can therefore be used regularly and consistently</p> <p>Learners understand when we ride a bike we wear safety equipment. Learners become more tolerant of wearing a helmet. Learners are aware of the reasoning behind wearing a helmet and the importance of this.</p>	<p>Create a good link so we can continue to maintain the bikes.</p> <p>Allocate helmets to classes and make sure they are brought in each evening to stop them going missing and breakages/damage occurring.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				22%
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 Physical and Wellbeing Working Party 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>Aims</p> <p>Increase Physical activity -in line with the government drive to improve learners' 'Physical Literacy and 'Personal Development'</p> <p>Promote Healthy Lifestyles – Develop learners understanding of how to keep physically healthy, eat healthily and maintain active lifestyles.</p> <p>Impact for Learners: Health and Wellbeing improved through Physical activity. Improved Physical Literacy and Personal development, reduced levels of</p>	<p>Working party continued 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 Health, Physical and Wellbeing 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 once they begin again</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 Health and wellbeing week</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>xxxxxxx</p>	

<p>anxiety, stress depression.</p> <p>Continue with LOtC working Party (learning outside the classroom) to promote and create actions in this area.</p> <p>SDP 6a How can we encourage learners to engage in meaningful outdoor opportunities</p> <p>Create a week to celebrate sport, wellbeing and culture– Health, Physical and Wellbeing Week based week beginning 11th July - 2022</p> <p>To promote the 3 aims listed above from the Working party</p> <p>Impact for Learners: Fun activities whilst learning and keeping fit and working in teams</p> <p>SDP – 7a/ How can we ensure we continue to promote a culture of 'Believe, Enjoy, Achieve, Together'</p>	<p>Culminate with a focussed Physical and Wellbeing Week (See below)</p> <p>Continue with Rebound on a weekly basis in the Experiential phase</p> <p>Restart Rebound Therapy for the Investigative and Exploratory phases alternate half terms in the hall with the large trampoline</p> <p>See Indicator 1 above</p> <p>Create a Physical and Wellbeing week.</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 We will have a sports day on the Tuesday 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>£3000</p>	<p>Timetable of the week's Physical and Wellbeing activities.</p> <p>Photographic evidence</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>Leaders modelling good practice</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>2021-2022 – health and Wellbeing Week</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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	Skills builder awards and house winners for sports day.		Building relationships, social skills Improve / develop: Self-esteem, confidence, social skills, physical activity, health awareness, wellbeing, resilience, teamwork etc Community links Focus on the Skills builder values: Teamwork, Listening, communication, aiming High, Leadership, creativity, problem solving and staying positive	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
Int ent	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>Cross – curricular links to increase Physical Activity and improve wellbeing through Maths</p> <p>Impact on learners: 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>Create video footage of ‘Maths on the move’ In action - with our learners from the different phases (This idea s came from teachers during the Lesson Study Process) Use these videos 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 and continually add to it.</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 there is a high resource need for this activity and little time in the school day once learners are in to set it up.</p> <p>Introduce maths on the move to new staff through the video footage and modelling with their classes</p>	<p>Staff time & Resources £500</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>Now the initial equipment is 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>

<p>MAPT Training and the delivery of MAPT up and running on a weekly basis in the Experiential Phase with a celebration assembly each term</p> <p>Impact on Learners: 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.</p>	<p>Train the relevant staff in MAPT using Redwood deliverers once the pandemic allows.</p> <p>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.</p> <p>Purchase relevant equipment for the sessions to go ahead</p>	<p>£500</p> <p>£500</p>	<p>Each learner in the Experiential Phase and relevant Dinosaur learners receive a weekly MAPT session</p> <p>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</p> <p>Termly celebration with parents invited of the learner's achievements</p>	<p>Staff within school are trained in the delivery of MAPT so we are able to deliver year on year</p> <p>MAPT becomes established as a weekly session in the relevant classes</p> <p>Continue to train staff and disseminate MAPT training</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				44%
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>Improve opportunities for My Play and Leisure and Independence skills and Increase physical ability, social skills and wellbeing through Outdoor learning</p> <p>SDP 6a How can we encourage learners to engage in meaningful outdoor opportunities</p> <p>Link with Hollingworth Lake— create a weekly slot at Hollingworth Lake to take part in a water sports, Climbing wall and Archery activities.</p> <p>Impact for Learners: Learners who have no access to these sports generally, access them and can be signposted to use with parents. Exploratory learners who find it</p>	<p>Made a link with Hollingworth lake through our Olympic week last summer. Create a weekly slot for school to use the facilities as part of our PE/SMSC delivery and play and leisure pathway. Make use of their fully accessible climbing wall, Archery Range and water sports - 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 - try and negotiate a deal for weekly use.</p> <p>Fill in EVOLVE risk assessment for weekly activities to be approved by the LA -High risk involving water</p>	£3500/4000 ?	<p>The majority of learners are able to access the facility at some level</p> <p>Physical fitness improving Understanding of turn taking, health and safety aspects Building confidence, self-belief, resilience, wellbeing, determination, social skills</p> <p>Learners taking part in activities that may usually be inaccessible to them</p>	<p>Once taken part in activity can see if it is something we want to maintain.</p> <p>Would rely on funding so would need to be incorporated into the school budget to be sustainable if funding for Sport Premium ends.</p>

<p>difficult in a typical PE environment get to be active, experience new activities, learn about safety.</p> <p>Last year a number of bikes were purchased, learners need to be aware of the Health and safety issues around this including the importance of wearing helmet.</p> <p>Swimming provision (year 6 learners) – see swimming section above</p> <p>Impact for Learners: Learners who have no access to swimming can access and can be signposted to use with parents. Learners increase water confidence, movement and physical ability to swim/move in water.</p> <p>Link with Redwood – Gym Equipment / Redwood Ambassadors</p> <p>Impact for Learners: Learners have access to facilities they would not usually access. Transition is a smoother process</p>	<p>Use of school mini-bus weekly for this slot</p> <p>Skate helmets purchased as these are proving to be more hard wearing. All staff consistent in getting learners to wear a helmet if using the bikes/scooters etc.</p> <p>10 x helmets of each of 4 sizes</p> <p>See above first term paid from school budget then additional terms paid via Sport Premium</p> <p>Re establish after the pandemic our links on a person to person basis, i.e. visiting etc as part of the recovery curriculum with Redwood School. Their ambassadors leading at our Sports events</p> <p>PE a focus when transitioning to Redwood – Y5/6 learners begin to go</p>	<p>£700</p> <p>£1800</p>	<p>Learners tolerating helmets and understanding the health and safety aspects of riding</p> <p>Learners learn safety around water, increased confidence and abilities witnessed. Certificates achieved</p> <p>Smoother transition to Redwood for learners</p> <p>Good role models</p> <p>Learners having opportunities they haven't experienced before. Learners making informed decisions on play and leisure</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> <p>One term can be sustained through the school budget as it is now.</p> <p>As Redwood is our feeder school we have strong sustainable links</p>
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for learners.	to Redwood to use their facilities gym equipment, row machine etc.		activities that they like dislike.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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 IPLCN PE Cluster</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. – Archery, Orienteering, Dance and Athletics</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>17.05.2021 - 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</p>	<p>Membership £300</p> <p>Transport costs £200</p> <p>£500</p>	<p>Learners participated in the following IPLCN Competitions this year:</p> <p>XXXXX.....</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>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>Further opportunities for competition/Festival events</p> <p>Join the RBSG Primary Offer</p> <p>Impact: Opening up our competition network. Understanding the Rochdale offer and participating in inclusive competition, particularly All4Sport events and SEND specific competition. Having Pathway to the school Games competitions. Making links in the community. Reduced membership of Youth Sport Trust.</p>	<p>use of spaces with Hamer. Timetable events, invite schools, organise a lead for each event –</p> <p>Work with Marland Hill (Marc) to have joint Sporting events for SEN learners</p> <p>negotiated a bespoke offer of reduced cost of membership with SSG coordinator for Rochdale due to our learners not accessing everything on offer due to our specific needs.</p> <p>Email contact and meetings to keep up to date on competitions and for training.</p> <p>calendar of this years events and which were most relevant for our learners.</p> <p>Enter the 'All4Sport' events – when back up and running</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 time to ease attendance for our learners. Would need use of main hall.</p>	<p>£375 (inc membership of YST) – reduced cost again due to covid (usually £450)</p>	<p>Further opportunities improving social skills, turn taking. How to react when win/lose etc</p> <p>Opens 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>The link with the SSCO's means we are constantly updated on what is on offer etc.</p> <p>Training courses attended at a reduced rate – increasing expertise in PE and therefore impacting on learners positively</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 RANSTAD Athletics day</p> <p>Impact: Learners have the opportunity to compete against like for like in Athletic events, competition in a professional sports arena in a very well organised event.</p> <p>Houses and competition within school</p> <p>Impact: Learners have the opportunity to compete in a safe environment Improve develop - personal best</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>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>Transport cost £50</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</p>	<p>An event we have attended for the last two years (not Covid years as cancelled) very well organised and at no cost to the school except transport.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	