

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

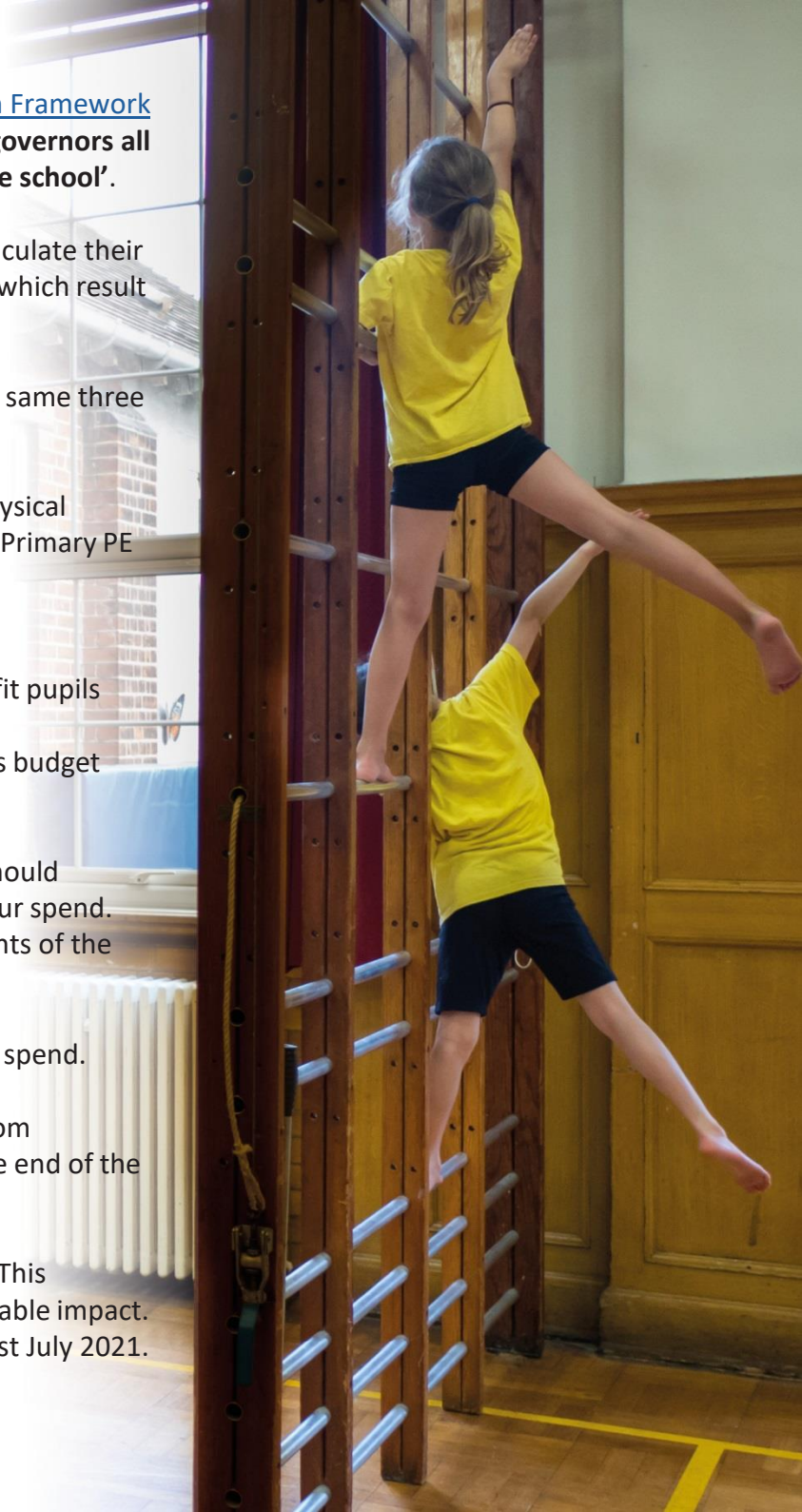
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Take this from your impact statements</p> <p>After-school clubs have been restricted due to Covid as external providers have not been on site. We have maintained a free club offer to all children at some point during the week.</p> <p>Swimming lessons have been missed. Lessons have been restarted for individual bubbles but numbers are restricted.</p> <p>Staff CPD has been delayed due to lockdown and bubble closures.</p> <p>A full programme of sports competitions, intra and inter was in place for all abilities and a wide range of sports. Inter-school sports competitions have been virtual this year and intra competition has been restricted across bubbles.</p> <p>Access to local sports clubs has been restricted and pathway opportunities postponed. Squash coaching on the club site has taken place in the summer term and this will continue next year.</p> <p>There is a physically active culture and ethos throughout the school. For example, the provision of a range of separate equipment for each bubble and a staggered break time with designated spaces has provided the opportunity and encouragement for all pupils to be active each break and focus on active travel.</p>	<p>Take this from your sustainability and suggested next steps</p> <p>Additional clubs will be reinstated offering more places, when possible.</p> <p>A catch-up swimming programme will be put in place when restrictions on the number of places allowed is lifted.</p> <p>This will restart in autumn.</p> <p>The full programme will be re-instated when possible. Virtual competition opportunities will continue to be offered in addition to in person events to reach more pupils and parents.</p> <p>Further club coaching is planned for next year.</p> <p>Initiatives will continue.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/~~NO~~ * Delete as applicable

Total amount carried forward from 2019/2020 £638.45

+ Total amount for this academic year 2020/2021 £19,020

= Total to be spent by 31st July 2021 £19,658

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	<p>7% no evidence (joined after lessons stopped)</p> <p>15% had not yet reached expectations when lessons stopped</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	<p>78%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>78%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>79%</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No</p> <p>Prior to lockdown some additional coaching was provided for those not yet meeting expectations.</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: 2020/21		Total fund allocated: £ 19,020	Date Updated: June 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>All pupils are provided with a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy and active lifestyle</p> <p>All pupils consistently make healthy lifestyle choices.</p> <p>All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</p> <p>There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:</p> <ul style="list-style-type: none"> - has a huge impact on the cognitive function of the brain including retention and recall - improves leaning behaviours such as concentration levels and focus - supports pupils to develop better self-belief and self-image 	<p>Maintain the provision specified in our Physical Education/ Activity Guidance document (updated in February 2020) to promote activity through the day.</p> <p>Adapt active after school clubs to provide pupil selected multi-sport activities; this will cater for different pupil interests while specialist clubs are limited due to Covid. Offer a free sports club to all pupils.</p> <p>Track pupil engagement with active after school sport.</p> <p>Survey pupil activity levels to identify those to target/ support with additional activities.</p> <p>Survey how many pupils use active travel to school. Promote Big Pedal event. Initiate parental discussion of active travel.</p> <p>Further develop the use of Physically Active</p>	£12,955	<p>There is a physically active culture and ethos throughout the school. PE kit is worn by pupils and staff for the two PE days each week and on days when attending an after school club. Physical activity is encouraged, celebrated and modelled.</p> <p>Pupil voice has selected after school activities.</p> <p>All pupils participate in active curriculum time each day, either outside or inside. 86% of respondents enjoyed active track time in 2021. Pupil quotes: "It's made me enjoy sports more." "It has inspired me".</p> <p>The provision of a range of separate equipment for each bubble and a staggered break time with designated spaces has provided the opportunity and encouragement for all pupils to be</p>	<p>Record active learning opportunities and promote with staff through CPD.</p> <p>Conduct a further pupil survey to identify barriers to physical activity. Continue to monitor the effect of initiatives on improving mental health in line with whole school improvement plan.</p> <p>Work with parents to promote designated safe or preferred cycling routes and further consult parents on barriers to active travel. Explore possibility of local road scheme to assist safe cycling. Initiate pupil led project to increase numbers of pupils using active travel to school.</p> <p>Develop a system to make ongoing records of active journeys to promote active travel on an ongoing basis and so that trends can be identified.</p>

- contributes to whole child development	Learning in the curriculum which is accessed by all pupils (Teach Active).	£975	active each break.	Explore fundraising for outdoor gymnastics/ fitness equipment for PE lessons and break times.
	Purchase separate play equipment for each class bubble so that break times are kept active. Each bubble has a range of equipment choices.	£694	Bikeability ran for all of Y5 and some places were provided for Y6 who had missed out due to lockdown. Secure storage is provided for bikes and scooters.	Continue specialist coaching with local clubs provided for all children in curriculum time.
	Maintain Active Track timetable for every child to achieve curriculum time daily exercise.		The school promoted and participated in The Big Pedal for walking, scooting and cycling to school. All classes took part and recorded their journeys. Just under half of classes averaged over 70% active journeys per week.	
	Educate children in the value and benefits of a healthy active lifestyle through events such as Enterprise Week, Active October with HTFC and HSSP activity challenges.	£507	As only one after school club per night could be offered due to Covid, all pupils were offered a multisport club place. Uptake was 35% in Y3, 35% in Y4, 20% in Y5, 14% in Y6.	
	Target home learning resources at less active children by using a variety of PE tasks and approaches e.g JOM resources, imoves videos, Real PE videos, PB challenges, opportunities to participate in non-competitive dance challenges. Make home learning tasks suitable for sibling/ whole family participation.	£666	One of our classes won the HTFC Active October challenge to achieve the greatest number of active minutes over a month (all classes took part). 80% of pupil respondents were active for more than 60 minutes a day on at least 4-5 days per week.	
	Celebrate staff involvement in physical activity to increase its value.		Active home learning tasks were submitted with photos and videos including some family participation.	
	To pay for transport, pool hire and instruction to provide additional swimming lessons for those pupils unable to swim by the end of Year 6.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation	Impact		

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>PE, sport and physical activity are a central part of the school development plan. The context of PE, sport and physical activity is used across the curriculum and the skills and positive values of this subject area are integrated into the school ethos. The profile of PE, sport and physical activity is raised across the school and is seen as a tool for whole-school improvement.</p> <p>There is a recognition that:</p> <ul style="list-style-type: none"> - Highly active pupils will attain better - PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance and responsibility. We use Physical Education as a true cross-curricular approach to allow our children to develop the skills they require for lifelong learning. - PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills. - PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement. - PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance. 	<p>In line with the school development plan:</p> <ul style="list-style-type: none"> - use active close-the-gap maths interventions for targeted pupils. - purchase bubble equipment to improve break time experiences and subsequent mental health. <p>Share PESSPA plans and impact with staff and governors to support.</p> <p>Ensure PE, sport and physical activity remains visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p>Further develop the use of PE, sport and physical activity opportunities to improve behaviour. Continue to place emphasis on developing life skills in PE, including respect, honesty, teamwork. Links to SDP on well-being.</p> <p>Continue the use of PE, sport and physical activity opportunities to improve concentration and attainment, including active track time.</p> <p>Celebrate PE, sport and physical activity opportunities in lessons, competitions and during assemblies. Include physical (to promote mastery) and sports values (whole child life skills).</p> <p>Develop the use of sporting role models as a tool to engage and raise achievement. Include pupil successes outside school to showcase opportunities and raise PE status</p>	<p>£1600</p>	<p>There is a clear vision which is articulated by school leaders and PE, sport and physical activity have a high profile in the school.</p> <p>There is PE, sport and physical activity ethos and culture in the school and there is evidence of PE, sport and physical activity being used across the school to support whole school priorities.</p> <p>The PE, Sport and PA subject leader manages all aspects physical activity and has the support of the headteacher, staff, governors, pupils and parents.</p> <p>PE, sport and physical activity have a high profile and are celebrated across the life of the school. It is celebrated and included in school newsletters, assemblies, social media, local press and is featured on school noticeboards.</p> <p>The importance of personal development (physical skills, thinking skills, social skills and personal skills) are prevalent throughout PE, sport and physical activity. Pupils learn to respect and work with each other, exercise self-discipline, act in a safe and sensible manner and develop confidence and motivation for physical activity. This is linked to six sports values which are modelled and praised.</p>	<p>Use parent, staff and pupil voice to consider enhancing the school's PE and Sport vision statement to fully recognise the benefits of Physical Activity to physical development, personal skills and attainment.</p> <p>Use CPD as a mechanism to ensure continued high quality PE teaching.</p> <p>Consider further opportunities to use PE, sport and physical activity as a vehicle to engage and raise achievement in other subjects.</p> <p>Schedule opportunities to collate pupil, staff and parent voice.</p> <p>Consider ways to reinforce positive parent views on the importance of physical activity as this will have a significant impact on their children.</p>

	and motivation. Promote the importance of being physically active to parents.		<p>Pupil role models celebrated in school newsletter and assemblies e.g. pupil achieving place in U10 Yorkshire cricket team.</p> <p>Specialist coaches/ sports club leaders share their achievements.</p> <p>Sports Value awards (verbal/ sticker) in PE lessons, competitions, sports afternoons etc.</p> <p>Active maths intervention has raised achievement in the targeted group of children.</p> <p>Pupil, staff and parent voice are sought and considered.</p> <p>Parents and the wider community are engaged with the school through PE, active after school clubs, sports competitions, specialist coaching and PE related themed events e.g. Enterprise Week.</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:
				%
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>Raise the quality of learning and teaching in PE, sport and physical activity by providing support to deliver broad, balanced and inclusive high quality PE, sport and physical activity provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>To ensure that:</p> <ul style="list-style-type: none"> - All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding. - Teaching and learning styles are matched to lesson content and to encourage all pupils to participate. - All pupils make good progress which is clearly reported to parents or carers. - Assessment involves pupils fully and identifies and celebrates their achievements - Where coaches are used, they are encouraged to deliver the school PE curriculum and to increasingly involve teaching staff supporting lessons to increase their confidence in delivery of the subject. - The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. - There are opportunities for all pupils to develop their leadership, coaching and officiating skills. - All pupils receive two hours or more of timetabled high-quality PE. - 1:1 lesson observations to monitor staff effectiveness and confidence take place - Questionnaires are used to monitor pupil and staff attitudes towards progression in PE 	<p>Continue to develop the confidence of all staff in teaching PE, to ensure the children gain maximum benefit from PE.</p> <p>Employ specialist PE teachers or qualified coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE.</p> <p>Provide cover staff to release teachers for professional development in PE, sport and physical activity.</p> <p>Ensure a high standard of coaching from sports club coaches and instructors employed to coach in PE lessons and after-school sports clubs.</p> <p>Follow the school PE curriculum to deliver the multi-skills linked to lessons and to ensure the progressive sequence of learning.</p> <p>To find out how staff feel about PE and support their specific needs through survey.</p> <p>To assess and celebrate the learning of all pupils, by monitoring pupil attainment.</p>		<p>All teachers of PE use Real PE as a framework to deliver progressive challenging lessons, with equal emphasis on multi-abilities.</p> <p>Pupils demonstrate understanding of the skills learned and can articulate how they were challenged and how they have improved. They routinely and confidently lead, coach and officiate groups of their peers. 98% of respondents enjoy PE, 88% feel successful in PE.</p> <p>Pupils demonstrate good PE knowledge, imagination and creativity when adapting games and activities to develop further challenge.</p> <p>Pupils learn to self-assess and celebrate their achievements at all levels. They can identify improvement through personal bests and skills mastered.</p> <p>The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills. All pupils receive two hours or more of timetabled high quality PE.</p> <p>Children assist with equipment and participate in/ plan activities using the routines and methods they have been taught to maintain safety.</p>	<p>Complete the programme of PE CPD which was delayed due to Covid and resultant bubble closures. This is to embed high quality teaching across all staff, established and recently joined.</p> <p>To observe PE lessons across school to enable an exact picture of PE to be developed and to understand if further support and development is necessary.</p> <p>Raise the % of pupils who feel successful in PE.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>

				%
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>All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports and activities is available, including opportunities for ALL pupils, through a programme that both responds to demand and introduces sports and activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with.</p> <p>An outstanding range of traditional, new and alternative sporting activities are offered before, during and after school which:</p> <ul style="list-style-type: none"> - Extend - activities that build and develop on existing curriculum activities, e.g. non team based clubs, clubs for more able - Enable - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity, breakfast clubs - Enrich - these activities offer a range of new opportunities, e.g. cycling, golf, circus skills <p>Leadership and Volunteering</p> <ul style="list-style-type: none"> - A programme of leadership and volunteering e.g. Sports Crew, Playground Leaders - Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within the school 	<p>Ensure that ALL pupils experience a broad range of sports and activities.</p> <p>Provide opportunities for ALL pupils including SEND, the least confident and the least active to attend exciting, varied and a new range of activities.</p> <p>Encourage positive family engagement and pupil voice driving decision making around the offer.</p> <p>Offer the Sports Leader Programme so that pupils can learn to deliver sports and physical activities to their peers.</p> <p>Maintain and extend links with local community sports clubs. Club coaches are embedded as members of school staff. Identify pathways for children to progress in a variety of sports outside school.</p> <p>Take advantage of school sports partnership resources.</p> <p>Engage sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school.</p> <p>Use the wider community (parents, governors, volunteers) to help provide</p>	£861	<p>The school provides a rich, varied and inclusive school sport and physical activity offer as an extension of the curriculum. Newer sports such as Archery, Kurling and Boccia have been offered, as equipment has been purchased to allow intra competition in the absence of inter-school competitions due to Covid. They also appeal to different groups of children. 96% of pupil respondents had tried a new sports skill this year.</p> <p>Some Sports leaders have been trained this year as part of an after-school club. Sports leaders impact on the importance of sport/activity by being positive role models in the school when playing with peers at break times.</p> <p>Children enjoy coaching and officiating for their peers</p> <p>PE and sport are used to engage the wider community and foster positive relationships with other schools. Our school competes in many inter-school competitions through our local school sports partnership.</p> <p>We have strong ongoing relationships with Harrogate Racquets Club (tennis,</p>	<p>Return to the pre-covid levels of sports leadership opportunities: coaching and officiating of younger age groups</p> <p>Promote less common sports through intra-competition. Select sports less active children might be interested in.</p>

<p>School Club Links and Community Provision</p> <ul style="list-style-type: none"> - Excellent partnerships with other providers - Formal links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have access to specialist coaches and facilities <p>Coaches in School</p> <ul style="list-style-type: none"> - Coaches are deployed effectively to provide high quality sports coaching and to support the competition and school sport programme - Coaches are qualified to deliver in primary schools (NGB level 2 qualifications as a minimum) - Minimum operating standards are met 	<p>after-school clubs and organise school sports events.</p> <p>Promote pupil experiences of diverse activities.</p>		<p>badminton, table tennis) and with Harrogate Squash & Fitness Club who provide specialist coaches as part of our PE curriculum. Children play all four racquets sports in the club environments, get to know the coaches and the pathways that are open to them to progress further. We also have an ongoing relationship with Harrogate Town FC who visit our site for curriculum coaching, after-school clubs and, this year, to award a class the 'Active October' winners prize.</p> <p>Pupils' achievements are celebrated and shared with parents or carers on displays, in assemblies, newsletters and on the school website.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Sports competitions can provide positive outcomes for young people but also have the capacity to foster negative outcomes. A positive experience can support the physical, emotional, social and personal development of a young person and encourage life-long enjoyment and engagement in physical activity. This includes developing important life skills such as leadership, teamwork, empathy and conflict resolution. In contrast, without careful planning, sports competitions can promote overly aggressive behaviour, rejection, fear of failure and the development of a negative mindset.</p> <p>To ensure a positive experience for ALL pupils, as a school, we consider the PRINCIPLES OF COMPETITION</p> <ol style="list-style-type: none"> 1. The young person's motivation, competence and confidence are at the centre of the competition. 2. The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result). 3. Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition. 	<p>To maintain an inclusive competition framework which offers a wide range of competitive opportunities through extra curricular activities that enable pupils to compete at a personal level (personal best), intra and inter level. Competitive sport fixtures are played at all levels to cater for the different needs of children, providing safe, challenging and healthy competitions.</p> <p>Continue to monitor pupil experiences to ensure all ability levels have a positive experience of competition.</p> <p>Continue to communicate competition selection processes to pupils and parents.</p> <p>Provide after-school club places for competition sports to allow all pupils to develop the required confidence and skill level to compete at inter-school level. development.</p> <p>Create a supportive environment that focuses on the process, as well as final standings to ensure a positive experience for all.</p> <p>To continue to maintain a system to monitor participation.</p>	£1400	<p>Virtual competitions allowed ALL pupils to take part in a number of competitions if they wanted to. Some competitions took place during PE lesson time everyone participated. Results could be submitted to inter-school competitions. Some could be completed at home and submitted via school, or directly to inter-school organisers. This lack of pressure to perform in front of others can appeal to some target pupils. A range of competitions included dance, as well as cross country and individual sports skills. Having been part of inter-school competitions in this way, pupils have developed more confidence to put themselves forward.</p> <p>Participation in competitions is recorded so that target groups can be identified.</p> <p>After-school clubs are used to embed physical and personal skills and experience more intra-school competition. Children get more chances to guide and lead activities and experience coaching and officiating. This has developed their understanding of the importance of respect, nurturing and motivating others.</p> <p>We have a competition programme</p>	<p>Continue to use participation data to try to involve all pupils in competitive opportunities. Use pupil voice to tailor opportunities.</p> <p>Ensure focus is placed on the process and not just the outcome, championing sports values.</p> <p>Continue to train pupil sports leaders to model and guide peers.</p> <p>Continue to offer virtual competitions as an extension to events.</p>

<p>4. The environment is safe and creates opportunities to learn and maximise social development.</p> <p>5. The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.</p> <p>We also consider that competition can take place in a variety of settings and environments such as:</p> <p>Personal Best – competition against oneself</p> <p>Intra – competition taking place within school</p> <p>Inter – competition with other schools</p> <p>County – competition with others across the county</p> <p>Virtual – using virtual platforms to stimulate competition</p>	<p>Celebrate competitions in assemblies and by displaying reports around the school.</p>		<p>which takes place in various settings and encompasses:</p> <p>Personal Best competition takes place in PE lessons, break times and at home. It has meant pupils have developed skills that encourage them to flourish in PE and be the best that they can be in school and life. It has also improved their health and wellbeing and personal skills.</p> <p>Intra competition – this takes place within school with peers/ teachers who they know and in an environment they are comfortable in. This has helped to alleviate anxieties and raise confidence. Classes and houses are used, as well as varied teams to compete.</p> <p>Inter competition - this takes place with other schools, primarily through our school sports partnership and has created opportunities to build on social development and bring pride in representing our school. All competitions have been virtual this year but we have competed in 7 events.</p> <p>County competition - this takes place with others across the county and can create a strong sense of belonging or provide additional stretch and challenge for young people along with experience of another setting. All competitions were virtual this year but we reached this level in 2 competitions.</p>	
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Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	