



Evidencing the impact of the Primary PE and sport premium

**Greenside
Primary School**
Academic Year 2020-2021

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:

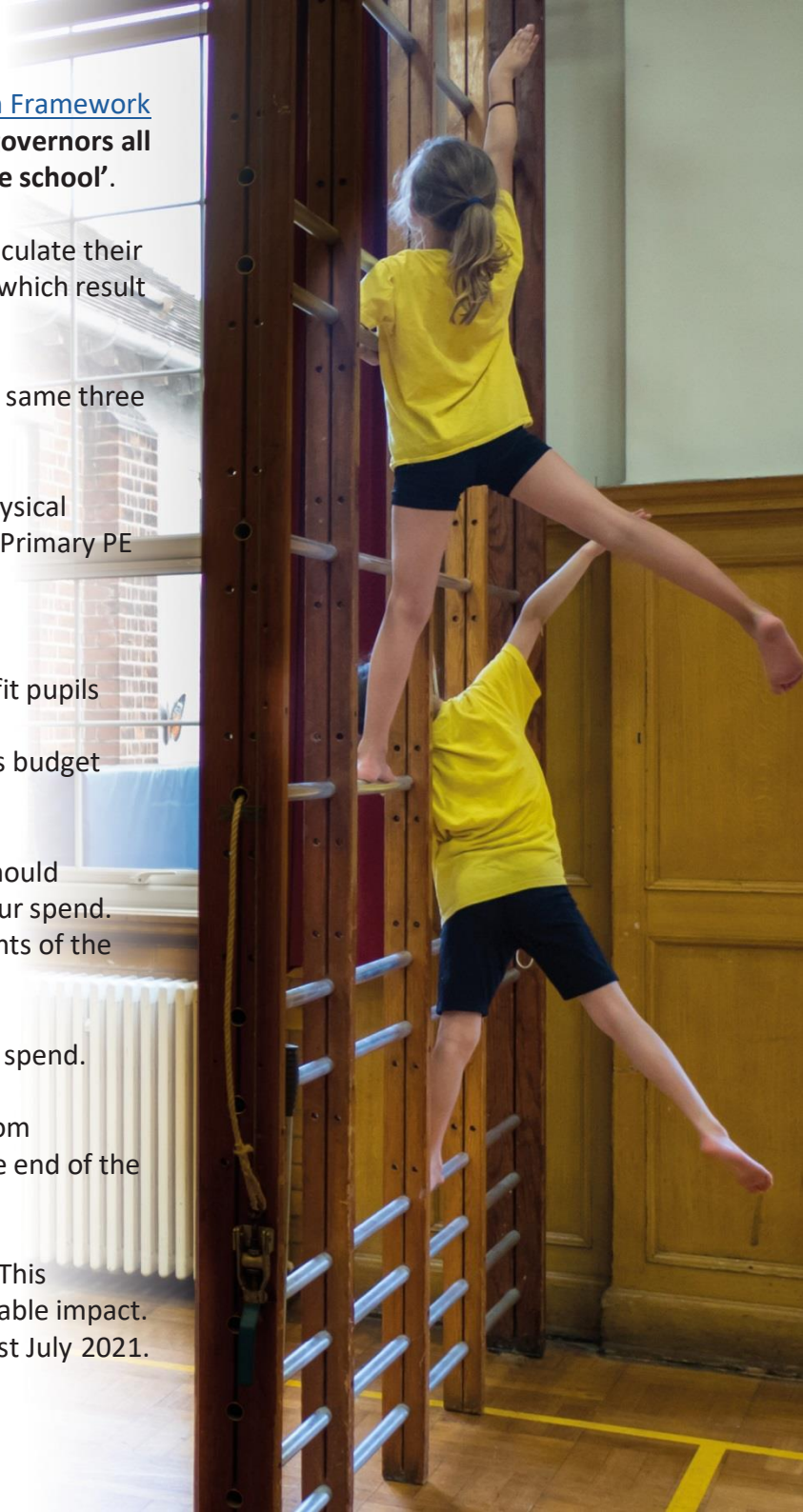
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ▪ Increased pupil participation in extra-curricular sports clubs. As in the previous year, in 2019/20 we continued to have over 78% of Key Stage 2 children participating in extra-curricular sports clubs, an increase from 70% in 2017/18 55% in 2015/16 and 44% in 2014/15. ▪ Increased participation in competitive Level 2 (Inter-school) sport opportunities (number of opportunities have more than doubled since 2014/15). In 2018/19 we provided 594 competitive opportunities for our pupils (an increase from 265 in 2014/15, 394 in 2015/16 and 570 in 2016/17) and now continue to attend a much broader range of competitions. ▪ Introduction of intra-school sports competitions for all KS1 and KS2 pupils additional to the annual School Games Morning. ▪ The school received the School Games Mark Gold Award, in 2018/19, 2017/18, 2016/17 and in 2015/16, recognizing the profile of PE and Sport. In 2014/15 we received the School Games Mark Bronze. The School received the Virtual games mark in 2019/20 and hopes to achieve the Platinum school games Mark in 2020/21 academic year. ▪ Increased teacher confidence and quality of teaching through introduction of RealPE schemes and regular staff CPD are reflected in the progress of pupils. End of year assessment data from 2019/20 showed that all year groups had over 85% of pupils meeting ARE for PE with an increase of pupils across the school working at a greater understanding in PE. ▪ Introduction of 'The Quick Skip' initiative to promote and increase levels of physical activity during the school day. <ul style="list-style-type: none"> ▪ Established Family Funs club to encourage family play and learning, whilst supporting pupils to develop physical literacy, emotional and thinking skills. 	<ul style="list-style-type: none"> ▪ Promote and celebrate additional physical activity taking place during the school day by continuing to use a tracking system ▪ Improve playground provision to promote increased physical activity during break times and lunchtime. ▪ Encourage more children to be physically active during their journey to and from school. ▪ To use the PE and Sport Premium funding as a tool for whole school improvement by supporting the teaching of Mathematics. ▪ Raise awareness of Physical and Mental Wellbeing throughout the school and homes of the pupils. ▪ To maintain and raise the standards of pupil attainment and progress in PE by increasing teacher confidence, knowledge and skills through professional development. ▪ Continue to deliver a broad and inclusive PE curriculum in addition to a range of sporting opportunities, during and outside of curriculum time. This is to support high quality PE teaching and learning, and to increase participation of pupils. ▪ To maintain the high number of intra-school (School Games Level 1) and inter-school (School Games Level 2) opportunities for pupils. ▪ To increase number of competitive opportunities for children with special educational needs.

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

Total amount carried forward from 2019/2020 £2,490

+ Total amount for this academic year 2020/2021 £1,015

= Total to be spent by 31st July 2021

£3,505

<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>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>Due to the impact of the Covid-19 pandemic and lack of opportunities, this data was unavailable.</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>Due to the impact of the Covid-19 pandemic and lack of opportunities, this data was unavailable.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Due to the impact of the Covid-19 pandemic and lack of opportunities, this data was unavailable.</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</p>

Created by:  association for
**Physical
Education**  **YOUTH
SPORT
TRUST**

Supported by:   **SPORT
ENGLAND**  **Active
Partnerships**
Partnership for Physical Education

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: £19,150		Date Updated: 15.7.2021	
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:
					18%
Intent	Implementation		Impact		
<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 - contributes to whole child development <p>Being active is the key - active children achieve more</p>	<p>Continue to implement the 'Quick Skip' initiative in order to track and reward individual physical activity completed during curriculum time. Teachers to complete 'Quick Skip' 2/3 times a week.</p> <p>Each class has their own set of high quality ropes to reduce cross-contamination between bubbles.</p>	£1200	<p>There is a physically active culture and ethos throughout the school. Greenside provides opportunities for pupils to be active for 30 minutes during the school day. Teachers encourage pupils to be active and all staff are supported to model physical activity behaviours and are provided with information about the importance of engaging in physical activities with pupils and how to incorporate physical activity into classrooms, during playtimes and lunchtimes.</p> <p>Active learning now takes place for all children every day. Despite the challenges of Covid-19, pupils display greater levels of concentration and self-esteem. Our pupils enjoy taking part in the quick skip to boost PA levels, and are becoming more active during their playtimes and lunchtimes with support from the lunchtime staff and the equipment in place to support this.</p> <p>Greenside promotes and supports walking and bicycling to school and has secure storage facilities for bicycles and</p>	<p>Continue to sustain and increase physical activity levels throughout the school. Question the children to determine a rough idea as to how often they participate in the quick skip and other forms of physical activity. Drop ins on staff sessions.</p> <p>Continue to promote activity tracker and celebrate physical activity during assemblies.</p> <p>Create a physical activity club, where target children participate in additional PA. Those children who have been mostly affected by the lockdown.</p> <p>Create an outdoor rota to ensure staff are aware of their specific slots to support physical activity across the school.</p>	
	<p>Promote and celebrate additional physical activity taking place during the school day by continuing to use a tracking system to identify the 'most active class'.</p>	£230			
	<p>Improve playground provision to promote increased physical activity during break times and lunchtime.</p> <p>Encourage more children to be physically active during their journey to and from school.</p>	£2000			

			<p>scooters.</p> <p>During this academic year and despite the ongoing challenges perceived by Covid-19, Greenside currently offers 9 opportunities for pupils to participate in physical activities after the school day. This in turn has had a positive impact on behaviour as well as health and fitness levels.</p> <p>Pupils activity levels at lunch and break have been maintained throughout the pandemic. Unfortunately this year due to ongoing challenges, we have been unable to continue with our play-leaders as this meant the crossing over of bubbles. However, we are lucky enough to have a number of vigilant lunchtime staff who are able to support PA during lunchtimes.</p> <p>Positive attitudes towards healthy and active lifestyles are evident among pupils. This has been evident in both PE and PSHE lessons.</p> <p>Classrooms are organised to allow flow of movement and are active learning environments.</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:	
			10%	
Intent	Implementation	Impact		
<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, research has proved that after 20 minutes of moving, pupils grow new brain cells and have higher concentration levels; the more we can get our pupils to move, the higher they will attain! - 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. 	<p>Develop a clear vision statement which is included in the school's aims that recognises the value and impact of high quality PE, sport and physical activity which pupils and parents understand and have contributed to.</p> <p>Ensure PE, sport and physical activity is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p>Develop the use of sporting role models as a tool to engage and raise achievement.</p> <p>Develop the use of PE, sport and physical activity opportunities to improve concentration and attainment. Purchase year-long subscription to 'Maths of the Day' resource which has over 1000 lesson and homework plans to support the teaching of Maths through physically active and engaging methods.</p> <p><i>*Also applicable for using funding for engaging pupils in physical activity- Key indicator 1.</i></p> <p>Celebrate PE, sport and physical activity opportunities:</p> <ul style="list-style-type: none"> - during assemblies - create a celebration book so that anything positive that happens throughout the week in PE, sport and physical activity opportunities, i.e. clubs or at lunchtimes is 	<p>£1050</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>There is a detailed development plan with short and long-term targets that enable all pupils (including target groups) to progress and achieve, this is a result of rigorous evaluating and monitoring. This also aligns to the overall aims and objectives of the school and the PE, sport and physical activity development plan is a valued part of the school development plan.</p> <p>There is strong leadership and management of PE, sport and physical activity. The PE Subject Leader is highly skilled, able to motivate staff 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 and is featured on school noticeboards.</p> <p>The importance of personal</p>	<p>PE teaching that is good or outstanding and good practice shared across other curriculum areas.</p>

<p>- PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance.</p>	<p>recorded and celebrated!</p> <p>A visit/virtual visit from external company of professionals to educate the classes about the importance of not only physical health, but also their mental health.</p>	<p>£900</p>	<p>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 and act in a safe and sensible manner. Pupils demonstrate:</p> <ul style="list-style-type: none"> *Fairness and respect *Resilience *Leadership *Excellent communication skills *Trust *Tolerance *Independence *Cooperation *Loyalty *Acceptance of responsibility <p>PE, sport and physical activity have had a positive impact on attainment and achievement, behaviour and attendance. Children have thoroughly enjoyed taking part in active maths initiative. Sessions are carried out during mini maths sessions, as well as interventions groups.</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:
				63%
Intent	Implementation		Impact	
<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>Developing the confidence of all staff in teaching PE, to ensure the children have a much more exhilarating experience of PE.</p> <p>To employ specialist PE teachers or qualified coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE. PE teaching and learning days provided to support staff in delivering a high-quality PE lesson – delivered through Real Legacy PE scheme.</p> <p>Continue to implement the 2 year Real Legacy package to support staff with the delivery of RealPE, RealGym and ReaPlay. Package due to finish January 2021. Meetings to take place to consider next steps post real legacy package. Decisions to me made by the end of December.</p> <ul style="list-style-type: none"> - Renew Leeds West School Sport Partnership SLA providing: <ul style="list-style-type: none"> ➤ Subject leader professional development days (x3). ➤ Subject leader receives key local and national updates regarding PE and Sport. ➤ Access to staff CPD opportunities. ➤ Access to city-wide competitions and events. - Supply cover to release teaching staff 	<p>£5,900 for 2 years (3000 a year) for new next steps package, taking us from January 2021 – May 2023.</p> <p>£1300</p>	<p>The confidence, knowledge and skills of staff in teaching PE, sport and physical activity have increased, this has been evidenced through lesson observations and feedback.</p> <p>School staff are better equipped/ more confident to teach PE in school. All teachers of Physical Education use an age appropriate, sequential Physical Education Curriculum that is consistent with national standards.</p> <p>A majority of pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across a majority of PE lessons and pupils make decisions that challenge and inspire them even further.</p> <p>The teaching and learning of PE is good. A high number of staff are confident and competent to deliver high quality and the quality of all</p> <p>Staff regularly participate in CPD relevant to high quality PE.</p> <p>For example: PE teaching and learning days, PE CPD delivered by subject leader, Gymnastics twilight, Dance training.</p> <p>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</p>	<p>Continue to support and train staff, providing CPD to ensure the quality of PE teaching is outstanding across all year groups.</p> <p>Gain a greater understanding of the precise barriers teaching face when delivering PE lessons.</p>

	<p>for CPD</p> <p>Provide all staff with Greenside PE Kit. Staff feel confident and empowered to deliver PE. This will also ensure staff are recognisable to parents/carers at school events and inter school competitions. Staff are representatives of the school.</p> <p>To providing cover staff to release teachers for professional development in PE, sport and physical activity.</p> <p>To procure quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport</p> <p>To quality assuring the work of sports coaches and instructors employed to coach in PE lessons and after-school sports clubs. Renew membership to Pudsey Cluster Partnership through the Leeds Rhinos Foundation providing:</p> <ul style="list-style-type: none"> ➤ A School Sports Co-ordinator for the cluster to organise inter-school (School Games Level 2) sporting opportunities. ➤ A CPD programme (2 and a half hours per week during alternate half-terms) of subject specialist teaching children and sharing expertise with primary schools. ➤ 6 hours of Dance lessons by subject specialist <p>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.</p> <p>To find out how staff feel about PE and support their specific needs through</p>	<p>£890</p> <p>£1000</p> <p>£2000</p> <p>£900</p>	<p>environments.</p> <p>The school provides regular swimming lessons to enable all pupils to exceed minimum expectations for swimming by the end of Key Stage 2.</p> <p>Most pupils achieve the national expectation for PE at the end of KS1 and KS2.</p>	
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	completing a questionnaire.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
9%

Intent	Implementation	Impact	
<p>All pupils are able to access a broad offer of school sport activities. An extensive range of sports and activities is available, including opportunities for ALL pupils.</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. - Enable - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity - Enrich - these activities offer a range of new opportunities, e.g. cycling, rock climbing <p>Leadership and Volunteering</p> <ul style="list-style-type: none"> - A programme of leadership and volunteering - Playground Leaders. - Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within the school. <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 	<p>To ensure that ALL pupils experience a broader range of sports and activities</p> <p>To 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>To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of sports and physical activities to the rest of the school.</p> <p>Explore local opportunities and build links with local community sports clubs through our SGO and other key partners.</p> <p>To establish strong, sustainable partnerships with local community sports clubs where no links have been made in the past.</p> <p>To develop a Community Sport Board which identifies clear pathways and links to local opportunities</p>	<p>£500</p> <p>*As part of RealPE Legacy school.</p>	<p>The school provides a rich, varied and inclusive school sport and physical activity offer as an extension of the curriculum</p> <p>All pupils can access a broad offer of school sport activities e.g. football, cricket, tennis, dance, netball, girls football, energy club. As a result of accessing a broader range of sport and activities, pupils have increased confidence and improved wellbeing.</p> <p>Numerous young people represent the school and are part of community clubs that the school has links with. These opportunities promote citizenship within the local community and help support pupils to make positive contributions to their local area. For example, links with Pudsey St Lawrence Cricket club, Pudsey Leisure Centre, Pudsey Lawn Tennis Club, Pudsey Juniors Cricket Club.</p> <p>Finding activities locally, has resulted in more pupils engaging in activities and sport outside of school.</p> <p>Continue to develop sports and activities to ensure they are broad and balanced and meeting the needs of ALL pupils.</p> <p>Continue to develop the range of activities on offer.</p> <p>Now we are able to mix bubbles, we will encourage more children to be playground leaders and support play and PA throughout the school.</p> <p>Ensure clubs are inclusive and support all children.</p> <p>Train staff to deliver sports clubs to support sustainability.</p>

<p>sporting organisations are in place which enable pupils to extend their participation and have access to specialist coaches and facilities</p> <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) 	<p>To employ 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>To ensure that coaches are deployed effectively and that a:</p> <ul style="list-style-type: none"> - Coaches facilitate links to local sports providers - Coaches are embedded as a member of school staff <p>To celebrate pupils' achievements:</p> <ul style="list-style-type: none"> - Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard - Celebrate success through newsletters, assemblies etc 	<p>£3200</p>	<p>PE and sport are used to engage the wider community and foster positive relationships with other schools. We have regular competitions with other local schools in the cluster.</p> <p>Pupils' achievements are celebrated and shared with parents or carers mainly Via our school website or school facebook page.</p>	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	
<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>1. The young person’s motivation, competence and confidence are at the centre of the competition.</p> <p>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).</p> <p>3. Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition.</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</p>	<p>To develop 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>To provide an opportunity for ALL pupils to have represented the school</p> <p>To develop a system to monitor participation.</p> <p>To implement the house system to ensure all pupils have the chance to participate in a competition.</p> <p>To overcome transport issues so that this is not a barrier to participation.</p> <p>Supply cover to release staff for inter-school sports events.</p> <p>Make competition a time to celebrate!</p> <p>To make a big deal of all competitions by celebrating them in assemblies and displaying reports around the school.</p>	<p>£500</p> <p>£470</p>	<p>The impact of ALL pupils accessing a greater number of competitive sport opportunities including increased resilience, higher attendance etc.</p> <p>The development of the process has provided pupils, parents and other school staff with clear and effective communication that has helped them to understand why young people have been chosen and the process used. This has supported pupils in being part of competitions and has helped to increase their motivation for taking part.</p> <p>There is a recognition in school that competition is important as it is a life skill in itself. Competition done well makes children well, makes children secure in themselves and have that self-motivation to want to achieve more.</p> <p>We have established a competition programme which takes place in various settings and has the following benefits: Personal Best competition benefits are endless. Not only have pupils developed skills that encourages them to flourish in PE and be the best that they can be in school and life, but they also improve their health and wellbeing and personal skills. Intra competition – this takes place within school with teachers who already have a relationship with the pupils and in an environment they are comfortable in. This has helped to alleviate anxieties and</p> <p>Continue to ensure competitive opportunities being accessed by ALL pupils.</p> <p>Ensure children are well prepared for events and upcoming events are identified and become the focus in lessons leading up to the event.</p> <p>Ensure school staff appropriately trained and display behaviours reflective of the nature of the competition – sports day</p> <p>Continue to develop the environment to ensure it is both safe and creates opportunities to learn and maximise social development.</p> <p>Now we are no longer in bubbles, we are able to organise more competitions which take place within school (intra-school competitions).</p> <p>Ensure more competitions available to SEND pupils.</p> <p>Ensure suitable resources are in place to sustain this.</p>

<p>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>Please see Key indicator 4 regarding school partnership with the Leeds Rhinos Foundation.</p>		<p>raise confidence.</p> <p>Inter competition - this takes place with other schools and has created opportunities to build on social development and bring pride in representing our school.</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.</p> <p>Virtual – using virtual platforms to stimulate competition has created an environment which feels more comfortable for our pupils to take part in, without the pressure of performing in front of others.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Ella Robinson
Date:	10.9.2021
Governor:	Tom Howes
Date:	16.11.2021