

**Physical Education, School Sport and Physical Activity Development Plan and Premium Impact Report Template
at St Andrews Primary School**

In **2020 – 2021**, St Andrews Primary School received **£17330** Primary PE & School Sport Premium. This will be used in conjunction with other grants and funds from the school budget to raise standards in curriculum **Physical Education, School Sport, Physical Activity** and Healthy living (PESSPA).

Coronavirus Impact: In the 2019-2020 funding St Andrews Primary School received **£16930** , **£744** of which was unspent due to the 2020 government national lockdown, school closures and subsequent safety considerations for the pandemic control (see our school 2019-2020 published impact report). The **£744** will be rolled over into the 2020-2021 development plan below (**highlighted in green**) and **spent by March 2021** in line with DfE compliance.

Total spend: £15,345.77 Roll over £1984.23

Vision: **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To build **capability** within school and achieve **self-sustaining improvement** in the **quality** of PE and sport in primary schools against the 5 key grant condition indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils

Any further school or subject development priorities:

- a) Develop an active learning curriculum with active playtimes linking to pupil wellbeing.
- b) Focus on Active 30 award as a proportion of the pupils did not engage in any physical activity through the covid 19 school closures.
- c) All PE to be taught using the core tasks and assessments supporting staff to begin to know what to look for so they can support

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progression.

- d) Identify CPD for staff.
- e) Virtual competitions will be looked in to moving back to school where CR will attempt to create an interest with other schools in the area.
- f) Year 5/6 swim priority.

The following **PESSPA Development Plan** includes all planned and continued actions to support the schools PESSPA programme and its vision, building upon previous achievements and sustaining the most valued approaches that support positive pupil outcomes.

This action plan is a working document **subject to change** throughout the academic year. Actions may be RAG rated to support school self-review.

In the planning stages, costs are estimated where possible and **actual spend** recorded when known.

This development plan will also include (and state clearly) actions and areas not funded directly from the PE & Sports Premium grant (free or other) to support a move towards a self-sustaining approach. See our School PE and School Sports Premium Budget- ledger for any further specific cost breakdown.

The Primary PE and Sport Premium 2020-2021 spend and IMPACT will be finalised and published on our school Website by e.g. 31st July 2021 in line with DfE compliance. Any collated evidence referenced to support impact statements, can be requested from the Subject Leader or SLT.

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<p>Sports Premium Grant Conditions</p> <p>1-5</p> <p>& (if applicable)</p> <p>School Priority Link</p> <p>a-d</p>	<p>INTENT</p> <p><i>What are your aims?</i></p> <p><i>What do you to achieve?</i></p>	<p>IMPLEMENTATION</p> <p><i>What steps and actions will you take?</i></p> <p><i>How will you achieve it?</i></p> <p><i>Link actions to support intentions.</i></p>	<p>SPEND</p> <p>Predicted, known or estimated</p> <p>Actual Spend</p>	<p>IMPACT</p> <p><i>What will the impact of our actions be?</i></p> <p>Intended impact</p> <p>Actual Impact and Evidence (Qualitative and Quantitative)</p>	<p>SUSTAINABILITY</p> <p><i>What actions need to be continued, developed or altered?</i></p> <p><i>How will cost implications change?</i></p> <p><i>What considerations will you make for the next academic year or developmental cycle?</i></p>
<p>1. The engagement of <u>all</u> pupils in regular physical activity - kick-starting healthy active lifestyles. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p>	<p>To increase staff confidence and opportunity for using Physical Activity into broader areas of the curriculum active learning in curriculum subjects.</p>	<p>Creative Curriculum CPD:</p> <ul style="list-style-type: none"> - Staff to use the skills gained on MAP skills and orienteering CPD. Also the maps, compass' and the set course to support in PE during OAA and in active Geography lessons. This includes embedded Physical Activity opportunities to support pupil learning. - An active learning curriculum will be continued and built upon throughout next school year. Staff will develop and implement active learning throughout the curriculum as we return. 	<p>Free building on CPD</p> <p>Free</p>	<ul style="list-style-type: none"> - Whole school staff started term 1 with OAA. Evidence on dojo. Staff have identified cross curricular links taking learning outside with increased confidence. - Staff working on active geography lessons both indoors and outdoors. - Through discussions with staff and pupils it was evident that staff are continuing to work hard in creating more active leaning in Geography. 	<p>Sustainable as we will continue to build on this next year with current staff.</p> <p>The children continue to have a right to maintain an active and healthy lifestyle. Moving back to school an active learning curriculum will be continued and built upon. Staff continue to develop and implement active learning</p>

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	<p>Learning in and through the outdoors developed across) to support pupil health, wellbeing and engagement.</p>	<p>- Whole school take on a more active curriculum enriched with health and wellbeing. Links to science, PSHE RSE and health. Whole school to explore teaching active maths, literacy, phonics and foundation subjects both inside and outside. Develop areas to suit the needs of the children.</p>		<ul style="list-style-type: none"> - Evidence on class dojo. - Staff have increased confidence in active teaching, how to use the resources and identified the positive impact on the health and wellbeing of the children. - Whole school exploring new ways to teach lessons outdoors. Evidence on dojo portfolios. - One staff member chose OAA as area of support in staff subject knowledge audit. 	<p>throughout the curriculum.</p> <p>Impact will be measured through staff and pupil audits, learning walks and discussion with staff and children.</p> <p>Whole school will continue to take on a more active curriculum enriched with health and wellbeing. Links to science, PSHE RSE and health. Seek support from Kate Stephenson. Forest school support in foundation subject for nursery- year 4.</p> <p>Go well to provide lesson support, planning and assessment</p>
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		<p>Forest School Training- NOCN Level 3 Certificate for Forest School Leaders (6 days of 10 Day Training left for x3 staff) Unable to complete due to Covid.</p> <p>To continue outdoor learning across the school using ideas gained in Sam Jackson's forest school experience. Year 4 will not have a complete classroom on returning to school. Extra forest school sessions to support. Year 2,1 reception and nursery are due to have their missed sessions from school closure. Teachers will be shown how to use the outdoors areas to increase knowledge and</p>	<p>Paid for last academic year</p> <p>Autumn term £1350</p> <p>Spring - lockdown- 3 weeks back in school £270</p> <p>Summer TBC</p> <p>Roll over included in</p>	<p>Due to further lockdown and unforeseen circumstances, it has not been possible to complete this course.</p> <p>- Ideas provided for all staff of how to create learning opportunities outside the classroom linking to foundation subjects.</p> <p>Forest school provided for year 4, 5 and 6. Missed sessions in literacy were provided for year 1. Reception and Nursery ran own forest school due to Sam absence.</p>	<p>coaching half term in OAA.</p> <p>Course due to resume in Autumn term for 2 members of staff.</p> <p>Continue to develop a more active curriculum. Forest school to continue with scouted next school year. Focus is to be on foundation subjects. Teachers to choose foundation subject, take notes and apply ideas to future lessons. Measure impact</p>
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	<p>Whole school pledge to Active 20 building towards and ACTIVE 30 whole school commitment as part of Active Durham with actions supporting the following:</p> <p>At School</p>	<p>understanding of outdoor learning, engage children with physical activity, support their health and wellbeing.</p> <p>Sam to continue forest school for the school year providing ideas for active outdoor Foundation lessons in each class. From Nursery to year 6</p> <p>KS1 to use fleeces and waterproofs to continue outdoor learning in all weathers.</p> <p>Provide ks2 children and staff with wetsuits. Also provide staff with fleeces with school logo.</p>	<p>spend £1350</p>	<p>Inconsistent due to bubble closure and lockdown.</p> <p>Waterproofs used in nursery, reception and year 1. Outdoor area during water play, sand play, bad weather and for forest school. KS2 not done due to COVID rules.</p>	<p>through staff audit after block of sessions.</p> <p>Continue to use next academic year. Look into providing year 2-year 6 children and staff with waterproofs. Must fit with new school guidance. One set of waterproofs per child. Will need 94.</p>
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		<p>Whole school introduce active blasts</p> <p>Create home and community links.</p>	<p>Free</p>	<p>CR to create a folder with active blast ideas and resources for all teachers to use daily. These activities will go towards daily active 30.</p> <p>All classes providing children with daily active blasts and active playtimes and lessons.</p> <p>During lockdown and bubble closure teachers posted active blasts or started zoom lesson with an active blast. Parents were made aware of active blasts and the active 30 award via dojo.</p> <p>Not all children engaged in active blasts. Due to Covid</p>	<p>Next school year there will continue to be an increased need for active blasts and active learning.</p> <p>Active 30 -continue to build next year.</p> <p>Also support the implementation of morning exercise to increase the active 30 whole school commitment.</p> <p>Create home school and community links to educate the children and parents about the chief medical officer guidance of 60 minutes of physical activity throughout the day.</p>
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			<p>no true measure of percentage.</p> <p>20/07/2021 gained active 30 award.</p> <p>Through discussions with teachers and children it was evident that children have access to 30 minutes of physical activity daily. This is through active brain breaks, active lessons and active play times. On Thursday's children have access to 30 minutes yoga. These discussions identified that children were not aware of the chief medical officers guidance of 60 minutes of physical activity daily.</p> <p>Go Well HEART project 5 least active and most vulnerable children in each</p>	<p>Funding has been allocated for whole of KS2 to take part in the</p>
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	<p>Home and community links</p> <p>To build back after school clubs if covid 19 restrictions allow</p>	<p>Grab a grown up with reception, year 1 and year 2- Lewis (Cancelled due to covid).</p> <p>Encourage bubbles to attend after school clubs. Lewis to take Monday afterschool club- Wednesday- breakfast and lunch club</p>	<p>Free</p> <p>£585 Breakfast club</p> <p>£1170 afterschool and lunch</p>	<p>class yr 1- yr 6. 33% engaged from home.</p> <p>Feedback from ks2 teachers was that if whole class could be involved more children would engage.</p> <p>Breakfast club for bubble 3 Summer term.</p> <p>Unable to do due to COVID</p> <p>Initially unable to host afterschool clubs. Due to begin after Easter</p> <p>Lockdown-Lewis unable to take after school clubs or PE support online</p>	<p>HEART project in collaboration with Go well, covid recovery, active 30 and public health</p> <p>Following the afterschool club audit, clubs will be based around the children's interests from September. Price tbc</p> <p>Create a timetable of activities available throughout the school year.</p> <p>Staff training in yoga and identify any other areas £90 pp will ensure confident and</p>
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			£150	Sport cool ultimate frisbee. Year 2, 3, 4 afterschool club.	competent delivery of PA across school. Sustainable as staff members will run clubs.
		Staff to volunteer active afterschool clubs in bubbles.	Free	All afterschool clubs, following return to school in Spring 1, were active. TA's running afterschool clubs Pupil afterschool club audit identified sports/activities that the children would like to do at an afterschool club.	See above
		Tom Andrew- Discussion with year 5/6 about what they would like from an afterschool club about creating their own after school club that could involve strategies used in fortnight type games using dodgeball as a driver.	18/03/2021 £25 per session £275 including in class support	Children created their own bespoke club with the support of Tom to support engagement Not a big uptake in afterschool club. Pupil audit identified that barriers to attending seem	

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	<p>Develop Young Sports Leaders in year 5.</p> <p>Try to build virtual healthy intra and inter school competition/festivals with support of Lewis</p>	<p>James and Lewis, Education Enterprise, train all of year 5 in young sport leaders Autumn 1</p> <p>Education enterprise unable support with this due to Covid 19. Asked to take online but they were not able to. Summer term support from Lewis to create intra school</p>	<p>£250</p> <p>£1375</p>	<p>to be offer not available to all siblings on same day, no clubs they want to attend, parents not asking if they want to, 'mum just says no'</p> <p>Sport leaders whole class trained- when Covid allows mixing of bubbles-will work with the younger children</p> <p>Feedback from children was that they felt more confident to lead games at playtimes.</p> <p>Unable to do due to Covid.</p> <p>Inter school frisbee (yr 4-6), golf (yr 3/4) and football</p>	<p>Reflect and build on the young sport leaders skills may need a refresher for whole class contact Education Enterprise.</p> <p>Rollover of festivals and competitions to next academic year minus these festivals.</p> <p>Look into using Captain Taskivator as a weekly active challenge</p>
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	<p>To increase the awareness of leading a healthier lifestyles</p>	<p>competition. Link with Copland road to do intra school festival</p> <p>Go well- Captain Taskivator challenge.</p> <p>Skip2bfit virtual skipping program to keep the children active during lockdown. Six weeks of 2 x virtual lessons with Dave Gibson. One an active warmup session followed by the 2 minute skipping challenge. The other a bootcamp style session.</p>	<p>Free</p> <p>£625</p>	<p>world cup (yr5/6) Summer term KS2.</p> <p>Posted during lockdown with PE lesson. Children enjoyed completing the challenge. Other schools in County Durham took part.</p> <p>Teachers recorded the number of skips in 2 minutes. Awards were given for most improved, highest score and best effort.</p> <p>Year 5 kept the skipping going throughout the school</p>	<p>Continue to increase awareness of healthier lifestyles. Look back on skipping and reflect in assemblies.</p> <p>Sustainable as whole school have skipping ropes to use in active blasts and during playtimes.</p> <p>Build on the use of online platform as a vehicle to engage families in PESSPA to raise the profile of daily exercise and healthy lifestyles.</p>
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		<p>Skipping ropes</p>		<p>year and kept a record of their skipping. 100% of children continued skipping in year 5 showed an improvement. Percentage of children taking part Reception 8%, year 1 31% year 2 27%. Year 6 13%. 26% of whole school</p> <p>Staff mentioned that some children had taken part in school during lockdown but had not recorded.</p>	
		<p>Signed up to whole school skipping school with Chris Corcoran- Funded by Durham County</p>	<p>Free</p>	<p>100% of children engaged in school</p>	
		<p>Skip2benefit in school this week</p>	<p>£342</p>	<p>100% of children took part. All children had a set of skipping ropes</p>	
			<p>Free</p>		

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		<p>During Zoom lessons teachers had competitions as active blasts such as- fist and flat, Scavenger hunts, cup song.</p> <p>Newcastle Falcons tackling health 6 week session with class 3 and 4. Through the Greggs foundation.</p> <p>All children to have own water bottles in school.</p>	<p>Free</p> <p>£243.35</p>	<p>Missed sessions due to lockdown.</p> <p>Teachers commented that the children were engaged and enjoyed the sessions.</p> <p>Children made aware of healthy eating</p> <p>Children in year 3 said it was the best PE ever.</p> <p>All children have on water bottle in school due to covid restrictions. Linked to Health education.</p>	<p>Contact Falcons to come back into school to deliver the session next academic year.</p>
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		<p>Have a cycle to school Friday. Cycle to school week Sustrans.</p> <p>Link to DT and science an continue to encourage children to look at healthy diets</p>		<p>Not done.</p> <p>DT and health lessons</p> <p>Some missed due to covid.</p>	
<p>2. The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>To raise the profile of PESSPA within school, recognising whole child development through effective and high quality PESSPA (see key indicator 1, 3, 5)</p> <p>To recognise PESSPA supporting whole child development and academic success</p>	<ul style="list-style-type: none"> - See Key indicator 1,3 and 5 - Continue to raise the profile of PESSPA to engage the wider school. Promoting PESSPA not all staff, children or parents are familiar with the meaning - Celebration assemblies and award ceremonies - PE SS PA Notice board - Update and refresh <p>Celebrities have engaged in the importance of healthy and active lifestyles. This has been a huge support in raising the profile of physical activity and health during</p>	<p>Free</p>	<p>See key indicator 1, 3, 5. Not all done. Due to COVID19 there has been a widened attempt to engage our school at home in PE and PA.</p> <p>Teachers gave the children daily active blasts in their daily Zoom lessons. Younger children- daily active blast videos- BBC Super movers-Andy's wild</p>	<p>Promote PESSPA widely in school not all staff, children or parents are familiar with the meaning</p> <p>Create whole school PESSPA notice board.</p> <p>Staff using active blasts automatically. Continue to use</p>

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		<p>lockdown. Continue to use celebrity activities as active blasts throughout the school. See key indicator 1</p> <p>See key indicator 3 Learning may need to move online discuss with staff ideas for online PE and PA.</p>	<p>Free</p> <p>Free</p>	<p>workouts- Jo Wicks 5minute moves-Cosmic Kids yoga Reception class continued daily yoga in school Year 1 Andy's wild work outs, Jack Hartman and Super movers.</p> <p>Shared ideas with staff on one drive Lockdown- CR posted 2x weekly PE for each class- warm up CR initially-PE lesson- This is PE- Yorkshire Sport Foundation-Youth Sport Trust. Alongside PE lesson posted Captain Taskivator challenge from Go Well. Isolation staff created lessons to be as active as possible. No true measure of how many children took part.</p>	<p>Think about how we will work with school sport?</p>
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	<p>To provide safe and secure equipment safety audit Sport safe equipment</p>	<p>Use teams site to promote virtual competition between schools in local area</p> <p>Replace pot rubbers to eliminate equipment sliding on the floor</p> <p>Replace 40mm square tube insert on metal or wood frame to eliminate finger trap</p> <p>Sportsafe annual inspection</p> <p>Sportsafe remedial works.</p> <p>Swim priority given to year 5 and 6. Extra sessions booked for year.</p>	<p></p> <p>£52.96</p> <p>£3.98</p> <p>£128.30</p> <p>£130.70</p> <p></p> <p>Roll over to next year money not</p>	<p>Not done</p> <p></p> <p>The equipment is now secure for ongoing use.</p>	<p>Look into this next school year. Look for ways to engage a wider G and T who are not tied into their own sport.</p> <p>The fittings and fixtures are now secured and will be risk assessed</p> <p>Future safety audit will come from curriculum budget. (health and safety budget)</p> <p>Extra swimming sessions for year 5 as year 6 given priority.</p>
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			taken but accounted for £3136	Unable to do due to Covid restrictions. Payment not taken.	Move to year 3/4 when able to.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>Improve high quality PE provision across whole school.</p> <p>Robust, rigorous and consistent Formative Assessment across school using Core Tasks, Assessment for Learning approaches and effective recording/tracking of pupils</p>	<p>Upskilling of staff through;</p> <ul style="list-style-type: none"> - Education Enterprise (Teacher support in class, NQT teacher support over Autumn and Spring term) - Teaching using the core tasks and assessments. Supporting staff to begin to know what to look for so they can support progression. - Staff to use core task to support teaching. - Use the Core task assessments to identify where children are as a starting point. - Use the core task assessment as a guide to next steps and the core task and resources to support progression in teaching. - Children engaged and know their next steps and involvement in AFL approach. - Education Enterprise CPD- unable to take online during 	£2437.50	<p>NQT ideas for warmups main activity and cool downs.</p> <p>Staff discussions identified that ideas were provided for core task activities. Not confident in assessment of PE.</p> <p>All staff using core tasks to teach.</p> <p>Some sessions missed due to covid lockdown and isolation.</p>	<p>Sustainability through teacher's confidence in teaching core task activities.</p> <p>Whole staff access to CPD ensures confident and competent delivery of PE across school and improved PA embedded in other curriculum areas where appropriate. Go well coaches will provide planning support and activity ideas and assessment coaching. CPD needed to support and develop confidence in the assessment of PE. County advisor. Dance CPD for all staff. End of unit assessments are</p>

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		lockdown			<p>completed by all teachers.</p> <p>Subject leader create a system for tracking pupils development.</p> <p>Subject leader uses end of unit assessments to inform any intervention needs, staff CPD needs and curriculum overview.</p>
		<p>Staff development Subject leader. Subject development (County advisor) 6 hour contract.</p> <p>PESSPA conference 2020 6 key notes and 13 workshops (full access)</p>	<p>£600</p> <p>£145</p>	<p>PE lead more confident in leading subject. Improved organising of timetables, teaching and supporting in PE lessons, whole staff training- CPD. Performance Management, swimming expectations. PE funding audit, subject development.</p>	<p>Sustainability through improved confidence in leading PE, creating folders with lesson plans for each half term. Improved subject knowledge. Continue to develop PESSPA leadership skills and confidence through</p>

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		<p>Staff training audit</p>		<p>Areas for support identified. Booked support coaching, planning and assessment in EYFS, Gymnastics x2, Orienteering and Athletics and Dance Also a PE health check.</p>	<p>county advisor support. Areas for focus-Swimming prioritise year 5/6. School games and areas missed due to covid. Need to ensure healthy competition Access to county wide training.</p> <p>System for tracking pupils created but not used.</p> <p>Create new staff training audit.</p> <p>Go well coaches to support staff confidence and competence in delivery of the areas identified through staff training audit. Go well coaches will provide planning support and activity ideas and assessment coaching.</p>
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		<p>Swimming conference Summer term Water safety and danger.</p>	Free	<p>PSHE RSE and health links through water safety lessons. Resources from RNLI and Canal and river trust. Signed up to life saving society.</p> <p>Water week for end of term each day deliver a new safety message</p> <p>Nursery, Reception and year 1 isolating. Safety lesson posted daily. No way to know how many accessed.</p> <p>Year 2 and KS2 in school delivering daily water safety messages.</p>	<p>County advisor to run a whole school dance CPD</p> <p>Sustainable as now in PSHE RSE and Health curriculum. Teachers building confidence using resources.</p> <p>Continue to use and build on water safety resources. Sign up to drown prevention week next academic year.</p>
		<p>Fundamental movement supporting children in the water.</p>		<p>Many of the gymnastics and dance lessons were missed</p>	<p>Whole school to be made aware of the</p>

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				due to covid. Reception and nursery followed a fundamental movement program that will support floating shape, streamline shape lovely dives with the shape, star fish, wide surface area.	impact of gymnastics and dance on swimming.
4. broader experience of a range of sports and activities offered to all pupils	To provide a broad opportunity for pupil participation in alternative activities To identify talent pathways.	<ul style="list-style-type: none"> - Pupil Voice: Questionnaires and school council reviewing after school clubs/opinions/evaluations- see points in key indicator 1 - Young Sport Leaders to be trained and supporting pupils to access other activities e.g. trim trail, golden time, active playtime - Activity/Taster days/events e.g. skipping, 		See key indicator 1 impact Sport leaders trained but unable to support younger pupils due to bubble system. Activity taster days, skip2be fit, yoga, skipping school, frisbee, golf, table tennis, whole school camping	See key indicator 1 Sustainable through year 5 teacher moving up with class. Sport leader training was whole class. Seek support from GB- HLTA Look at pupil audit for activities and taster day ideas and book price tbc. Use this data to create links to local clubs.

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	<p>To increase the number of pupils in participating in inter school competition</p>	<p>Seek support from county advisor.</p> <ul style="list-style-type: none"> - Virtual Summer School Sports Day. Durham active partnership SGO (James) - Cluster networking for establishing mini virtual challenges. - Intra-House Games/ teamwear - Level 2 School Sport Games Competition. - Level 3 County Sports (cross country, athletics, summer games) 		<p>Not done.</p> <p>Sports day in bubbles. No parents spectating.</p> <p>Bubble 2 and 3 events were long run, sprint, standing long jump and howler throw. Fun activities egg and spoon and sack race.</p> <p>Bubble 1 sprint, bean bag throw, standing long jump. Awards given to the top 3 in each. Fun activities egg and spoon.</p>	<p>dance. Copy repeat perform.</p>
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