



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

2019 - 2020

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date: Based on 2018-19 Data/ Action Plan / Spend	Areas for further improvement and baseline evidence of need:
<p>Awarded School Games Gold award (5th year)</p> <ul style="list-style-type: none"> Engagement of all pupils in physical activity: Established a tracking system for staff and senior leaders to see which children are accessing and engaging in physical activities, including extra-curricular and competitive sport. <p>Carried out pupil and questionnaires to find out pupils' views/ attitudes towards physical activity and use this to overcome any barriers.</p> <p>Key Stage 2 62% of children were engaged in an after-school sports club.</p> <ul style="list-style-type: none"> - 50% of SEN pupils attended <p>93% of pupils engage in 1 hour of physical activity each day (Questionnaire) 80% of pupils regularly attend a sports club away from school.</p> <ul style="list-style-type: none"> - 83% of SEN pupils <p>94% of pupils represented the school at inter-school level. -90% of SEN</p> <p>During playtimes and lunchtimes most pupils are physically active for the entire time. 3 Members of staff (Class teachers) attended Active 30 training. Y5/6 Sports Leaders trained to deliver Change 4 Life clubs 33 x Y5 pupils trained to be play leaders</p> <p>We offer a range of after-school sports clubs. This has enabled children from EYFS, KS1 & KS2 to access new sports that they have not tried before. For all clubs we ran, all places were taken and, in some cases, we ran the club for a second time to ensure all children who wanted to take part in the club had the opportunity.</p>	<ul style="list-style-type: none"> • Monitor the use of the tracking system to ensure used consistently throughout school. • Identify inactive pupils / SEND / Pupil Premium/ BAME and track to ensure they are all as fully engaged as possible. • Identify those pupils who are less active by putting in planned activities to try and engage them (Less than 1 hour per day) • Active 30:30, train all teaching staff in ways of making their lessons more active (Go Noodle/ Maths of the Day/ Daily Mile/ Super movers) • Train all teaching staff in looking at their daily time-table to identify activity levels throughout the day and plan in ways of increasing them when there has been a period of sitting. • Use questionnaire results/ pupil voice to plan a wider range extra-curricular activities that meet the pupils needs. • Continue developing active lunch-times / playtimes (train pupils/ staff/ buy equipment/ monitor who joining in and who isn't: If not why? What can we do to improve? • Develop using physical activity as part of mental health and well being.

Raise the Profile of PE and Sport

- PE notice board in place (Achievements/ What's going on / local links/ Extra-Curricular activities/Photos)
- Classes weekly news gives information to individual classes about PE lessons, competitions, achievements / school monthly news has a Sports News Section
- All classes receive at least 2 hours of planned PE per week delivered by highly trained staff and covering a wide range of sports. Ensuring National Curriculum Objectives are taught and met.
- Links made with 10 local sports clubs (6 deliver PE lessons to the pupils)
- All pupils offered weekly after school sports clubs (including; Running/ Street Dance/ Dodgeball/ Kurling/ Netball/ Football/ Basketball/ Cricket/ Athletics) 62% of pupils attended a club.
- 10 KS2 pupils/ 3 staff members attended Wimbledon.
- Water Street School took over a Saturday morning Skipton Park Run. Pupils/ Staff / Parents supported the event by martialing or running. This was part of Fair Trade fortnight to highlight how far women have to carry their rice to sell it.
-Since the event pupils/ staff and parents have continued attending the Park Run on a regular basis.

Increased confidence, knowledge and skills of all staff in teaching PE and sport.

- Staff (Teachers / TAs) watching / team teaching with the PE coaches when they deliver PE lessons so they can gather skills across a range of sports (tennis/ basketball/ rugby/ swimming/ hockey/ athletics/ football/gymnastics)
- They have worked alongside (Adam Cox : Skipton Tennis Club, Ji Mukherjee Skipton Cricket Club, Hedley Verity Wharfedale Rugby Club, Mark Gunn Basketball, White Rose Rugby Coaches)
 - 3 teachers attended Active 30:30 CPD

- Plan in time for pupils to share their out of school sporting achievements.
- Make another display where out of school sporting achievements can be shown off.
- Buy a trophy cabinet.
- Encourage staff / parents to share their sporting achievements (display board/ assembly visits)
- Visitors invited into school to inspire/ share their achievements.
- Try to get our sporting achievements into the local media.
- Wimbledon trip again but try to organize a trip to another sporting event too.
- Encourage Sports Leaders to write for the newsletters
- Pupils see the link between exercise and improved mental health and well-being.
- Promote Park Run: Hold another Water Street take over.

- Carry out staff questionnaire to identify areas for future professional development .
- Use Katie Hoggarth (provide staff INSET or team teach with individuals with particular needs.
- Encourage more TAs / HLTAs/ mid-day supervisors to deliver sporting activities. Look into training and support for TAs so they can be utilized in an effective way during PE lessons. By giving them the confidence and knowledge to support effectively in PE lessons, children will make greater progress in their learning.

- **Provide a broader experience of a range of sports and activities offered to all pupils.**

Professional Coaches deliver PE sessions and after school clubs in their specialism this also allows us to make links with clubs in the community. Many of our pupils go on to follow up these sports in their own time.

We have a long term plan that ensures pupils are given a wide range of sporting opportunities.

Pupil voice/ questionnaires helps to ensure that these are linked towards our pupils wishes.

All of FS were given access to pedal and Scoot. Afterwards 90% could ride a bike without stabilisers and many could signal/ weave between cones and emergency stop. 100% were more confident and able to ride a balance bike.

All year 6 pupils were given the opportunity to access bikeability 45% attended.

Swimming Booster Group + Swimming lessons for KS2

9 pupils represented the school in an aqua-splash swimming gala (inc 1 SEN).

Y3/4/5/6 all pupils attended a half-term of swimming lessons and all made progress.

9 pupils competed in an inter-schools gala (inc 2 SEN)

8 pupils represented Skipton Schools in a gala (inc 2 SEN)

100% Y6 pupils able to swim at least 25m when leaving us. (inc 5 SEN)

We have a wide range of resources to ensure our curriculum is varied and teachers are able to deliver high quality teaching and extra-curricular opportunities.

Year 6 pupils attend a 5 day residential at Bewerley Park where they experience a wide –range of outward bound activities.

Year 4 pupils attend a 3 day residential at Nell Bank Ilkley where they experience a wide range of team building games alongside orienteering.

We do not have the most accessible playground and the school has no grassed area so whenever possible we make use of local facilities (Sandylands/ Aireville Park/ Skipton Academy / Ermysteds)

Physical activity is embedded throughout as much of our school day as possible (Maths of the Day/ Go Noodle/ Super Movers)

- Use pupils voice / questionnaires to plan in some new experiences (Street Dance / Fencing / Archery/ Ultimate Frisbee)

. Increased participation in Competitive sport

Some of our funding was used to pay for Katie Hoggarth (School Sports Partnership Co-ordinator)

100% of pupils represented the school at an intra-school competition

94% of pupils represented the school at an inter-school competition (level 1)
(inc 92% SEN)

We sent teams to compete in 15 different sports at Inter-School level (Level 1)

- 31 separate events

We sent pupils to compete in 6 different sports at inter-school level (Level 2)

We qualified to compete in 2 sports at County Level (Level 3)

Our only KS2 pupil with an ECHP attended 3 Inclusion Sports Days

- Use the tracking system to ensure all pupils have the opportunity to represent the school.
- Send A,B and C teams to events where possible .
- Continue to attend as many inter-school competitions as possible.
- Plan in inter-school competitions (house competitions)

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No 9 pupils attended an extra term of small group booster swimming lessons. 9 pupils represented the school in an aqua-splash swimming gala (inc 2 SEN)

	<p>KS2 pupils attended a half term of swimming lessons and all made progress.</p> <p>9 pupils competed in an inter-schools gala (inc 2 SEN)</p> <p>8 pupils represented Skipton Schools in a gala (inc 2 SEN)</p>
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*Schools may wish to provide this information in April, just before the publication deadline.

Action Plan and Budget Tracking

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

Academic Year: 2019/20	Total fund allocated: £17,923	Date Updated: 5 th July 2020 79% spent £14,235 spent £3866 carried over		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 8 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase the % of pupils engaged in greater physical activity for longer periods of time at break and lunchtime, ensuring they are active for at least 30 minutes a day.</p> <p>Train staff in looking at their daily time-table to identify activity levels throughout the day and plan in ways of increasing them when there has been a period of sitting.</p>	<ul style="list-style-type: none"> Monitor the use of the tracking system to ensure used consistently throughout school. Identify inactive pupils / SEND / Pupil Premium/ BAME and track to ensure they are all as fully engaged as possible. Identify those pupils who are less active by putting in planned activities to try and engage them (Less than 1 hour per day) Active 30:30, train staff in ways of making their lessons more active (Go Noodle/ Maths of the Day/ Daily Mile/ Super movers) Research / buy in resources to help teach more active lessons (Maths of the day / English of the day) Use questionnaire results/ pupil voice to plan a wider range extra-curricular activities that meet the pupils needs. 	<p>£3000 (17%)</p> <p>PE Co-ordinator time:</p> <p>Resources (Maths of the Day/ English of the Day)</p> <p>Pedometers</p> <p>CPD Active 30:30</p>	<p>Tracking system in place and introduced to staff. Started to use Autumn Term but due to COVID not a full year's results and no time to evaluate.</p> <p>Least Active Pupils identified and joined an Active 30 group</p> <p>LKS2 pupils 10 weeks (8 pupils)</p> <p>UKS2 pupils 5 weeks (8 pupils)</p> <p>Due to COVID impact unknown but 10 (63%) volunteered to compete in cross country event and 9 (56%) attended after-school sports clubs during Aut / Sp1</p> <p>Staff introduced to ways of making lessons more active. All were planning an extra 30 Active minutes per day into daily time-table. All added these sessions onto their Home-Learning where it was highlighted as a key part of each day</p> <p>During COVID an email sent to all</p>	<p>Co-ordinator time: £1000</p> <p>Active 30:30 time: £500</p> <p>Monitor the use of the tracking system to ensure used consistently throughout school. Evaluate its use.</p> <p>Identify inactive pupils / SEND / Pupil Premium/ BAME and track to ensure they are all as fully engaged as possible.</p> <p>Identify those pupils who are less active by putting in planned activities to try and engage them (Less than 1 hour per day)</p> <p>Remind all teaching staff in looking at their daily time-table to identify activity levels throughout the day and plan in ways of increasing them when there has been a period of sitting. Share ideas for activities could use. Lots</p>

	<ul style="list-style-type: none"> Continue developing active lunch-times / playtimes (train pupils/ staff/ buy equipment/ monitor who joining in and who isn't: If not why? What can we do to improve? Buy a set of class pedometers to set personal challenge and motivate increased activity. 		<p>parents explaining importance of Active 30 and full of suggestions.</p> <p>Active lunchtimes in place. 33 x Y5 trained as playground leaders. Rota of activities in place.</p> <p>5x Y5 pupils (1 identified as inactive) went on to train as Change4Life Champions and were starting to implement these ideas.</p> <p>July 2019 questionnaire results analysed. Frisbee offered to Active 30 group. Volleyball and Street Dance timetabled into KS2 PE lessons and successfully delivered Autumn/ Spring 1.</p> <p>Archery/ Fencing was planned for Y3 but COVID cancelled.</p> <p>Key Worker/ Vulnerable pupil bubbles daily physical activity when in school during COVID. (Joe Wicks workout/ Skills challenges)</p> <p>Timetabled Mindfulness / Yoga sessions implemented throughout school. Cosmic Yoga used as a COVID Home-learning activity and with the bubbles in school.</p>	<p>new found during COVID so time to share.</p> <p>Continue developing active lunch-times / playtimes (train pupils/ staff/ buy equipment/ monitor who joining in and who isn't: If not why? What can we do to improve? How will COVID guidelines affect this? What can we do?</p> <p>Buy a set of class pedometers to set personal challenge and motivate increased activity.</p>
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Ensure all pupils are aware of the benefits of physical exercise and sports and to encourage all pupils to aspire to take an active part in school sport and PE</p> <p>Continue to celebrate PE and sport in school through: Team and individual achievements celebrated in weekly celebration assembly and newsletter</p> <p>Whole school display</p> <p>Invite inspirational athletes into school and visits to areas of sporting excellence.</p>	<ul style="list-style-type: none"> Plan in time for pupils to share their out of school sporting achievements. Make another display where out of school sporting achievements can be shown off. Buy a trophy cabinet. Encourage staff / parents to share their sporting achievements (display board/ assembly visits) Visitors invited into school to inspire/ share their achievements. Try to get our sporting achievements into the local media. Wimbledon trip again but try to organize a trip to another sporting event too (Ilkley tennis) Encourage Sports Leaders to write for the newsletters Organise another Water Street Park Run take over (parents/ pupils/ staff) 	<p>£600 (3%)</p> <p>Trophy cabinet</p> <p>Display board</p> <p>Wimbledon trip subsidised</p> <p>Subsidise trip to another sporting event</p>	<p>Sports News as part of Monthly News to celebrate successes. Continued to send out during COVID.</p> <p>Sports Board used to evidence successes (staff and pupils)</p> <p>Assembly time / class show and tell time to celebrate successes (staff and pupils)</p> <p>During COVID each class sent out PE lessons to carry out at home. Staff emailed pupils discussing their own exercise routines.</p> <p>Wimbledon and Ilkley Tennis tournament were booked but cancelled due to COVID</p> <p>Park Run date was set but cancelled due to COVID</p> <p>During COVID Sport / Keeping Active kept at forefront (daily emails/ PE lessons/ Skills Challenges/ Active 30 ideas/ Staff setting good example with own keeping active news)</p> <p>All classes receive at least 2 hours of planned PE per week delivered by highly trained staff and covering a wide range of sports. Ensuring National Curriculum Objectives are taught and met.</p> <p>Links made with 10 local sports clubs (6 deliver PE lessons to the</p>	<p>Plan in time for pupils to share their out of school sporting achievements.</p> <p>Make another display where out of school sporting achievements can be shown off.</p> <p>Buy a trophy cabinet.</p> <p>Continue to encourage staff / parents to share their sporting achievements (display board/ assembly visits)</p> <p>Visitors invited into school to inspire/ share their achievements.</p> <p>Try to get our sporting achievements into the local media.</p> <p>Wimbledon trip again but try to organize a trip to another sporting event too.</p> <p>Encourage Sports Leaders to write for the newsletters</p> <p>Look into ways of delivering after school clubs / sporting events / activities with new guidelines in place.</p>
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			<p>pupils)</p> <p>All pupils offered weekly after school sports clubs (During Aut / Sp1 included; Running/ Street Dance/ Dodgeball/ Football/ MultiSkills/ Athletics 71 KS2 pupils attended a club during Aut term.</p> <p>Regular mindfulness / mental Health and well-being activities delivered in school and sent out as Home-Learning. The benefits of physical activity emphasised during this.</p> <p>Autumn / Spring 1 we offered a range of after-school sports clubs. This has enabled children from EYFS, KS1 & KS2 to access new sports that they have not tried before. For all clubs we ran, all places were taken and, in some cases, we ran the club for a second time to ensure all children who wanted to take part in the club had the opportunity.</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:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Provide CPD so that pupils receive a high standard of PE teaching and coaching in sport.</p> <p>Ensure the use of TAs is effective in PE lessons to ensure that children who need additional support can make greater progress in their abilities</p> <p>Ensure resources are up to date and include all resources that are needed in order for staff to teach high quality PE lessons.</p>	<ul style="list-style-type: none"> Carry out staff questionnaire to identify areas for future professional development . Ask Katie to help provide CDP if needed. Use Katie Hoggarth (provide staff INSET or team teach with individuals with particular needs. Encourage more TAs / HLTAs/ mid-day supervisors to deliver sporting activities. Look into training and support for TAs so they can be utilized in an effective way during PE lessons. By giving them the confidence and knowledge to support effectively in PE lessons, children will make greater progress in their learning. Use high quality coaches to deliver PE lessons alongside school staff (TAs & Teachers) to develop staff skills/ confidence. 	<p>£1800 (10%)</p> <p>CPD</p> <p>PE Co-ordinator time</p> <p>Staff supply cover</p> <p>Sports Coaches</p>	<p>Kirsty Rimmington PE course at Skipton Tennis Centre (18th Oct)</p> <p>Sally Reed / Kirsty Rimmington: Attended small spaces workshop (11th March)</p> <p>TAs worked alongside Coaches to develop their confidence delivering PE sessions and to gain knowledge/ ideas.</p> <p>They have worked alongside (Adam Cox : Skipton Tennis Club, Ji Mukherjee Skipton Cricket Club, Hedley Verity Wharfedale Rugby Club, Mark Gunn Basketball, Howard Fire House Dance)</p> <p>Regular audits of equipment. Extra equipment ordered to enable social distancing lessons / pupils own labelled equipment.</p>	<p>Coaches / Staff £1500</p> <p>Equipment £50</p> <p>Keep all staff updated with new COVID guidelines</p> <p>Look into buying a Scheme of Work that staff can follow confidently but also ensures progression.</p> <p>Carry out staff questionnaire to identify areas for future professional development</p> <p>Use Katie Hoggarth (provide staff INSET or team teach with individuals with particular needs.</p> <p>Encourage more TAs / HLTAs/ mid-day supervisors to deliver sporting activities. Look into training and support for TAs so they can be utilized in an effective way during PE lessons. By giving them the confidence and knowledge to support effectively in PE lessons, children will make greater progress in their learning</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				47%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to use a wide range of specialised coaches to offer a wide range of activities both within and outside the curriculum in order to engage maximum numbers of children.</p> <p>Provide additional opportunities for KS2 pupils to have extra booster swimming sessions in order to complete the minimum requirement.</p> <p>Provide Outward Bound opportunities for Year 4 and 6 to develop confidence, improve self-esteem through physical activity, develop team work and allow them to experience some new activities.</p>	<ul style="list-style-type: none"> Use pupils voice / questionnaires to plan in some new experiences (Street Dance / Fencing / Archery/ Ultimate Frisbee) Long term plan of after school clubs to ensure wide range offered. Long term PE lesson plan to ensure wide range of sports offered. Y4 and Y6 residential visits Y3-6 attend swimming lessons plus Booster Swim 	<p>£9000 (50%)</p> <p>Sports coaches</p> <p>Tennis/ Multi-sports:</p> <p>Ji:</p> <p>Basketball:</p> <p>Dance</p> <p>Swimming lessons</p> <p>Booster swim</p> <p>Staff for residential</p>	<p>Fully Qualified Coaches used to deliver High Quality PE lessons after school clubs. They have worked alongside (Adam Cox : Skipton Tennis Club, Ji Mukherjee Skipton Cricket Club, Hedley Verity Wharfedale Rugby Club, Mark Gunn Basketball, Howard Fire House Dance/ Sports Cool)</p> <p>Coaches continued to plan / send out activities during COVID to pupils at home.</p> <p>Y6 Bowerley Park: OAA Residential took place. 100% attendance.</p> <p>Y4: Nell Bank: OAA Residential cancelled due to COVID</p> <p>Booster Swimming (9 pupils) and Y4 / Y5 sessions took place.</p> <p>Y3/6 Cancelled due to COVID</p> <p>July 2019 questionnaire results/ pupil voice used to plan new activities.</p> <p>Frisbee offered to Active 30 group.</p>	<p>Swimming: £810</p> <p>Coaches / staff £7625</p> <p>Carry out a pupils voice / questionnaire and use data to plan PE lessons/ after school clubs and playtimes.</p> <p>Keep up to date and research ways of delivering PE / Physical activity with new COVID guidelines</p> <p>Use SSCO to deliver activities if possible with new COVID guidelines.</p> <p>Use Physical Activity to help with pupils mental health and well being</p>

			<p>Volleyball and Street Dance timetabled into KS2 PE lessons and successfully delivered Autumn/ Spring 1.</p> <p>Archery/ Fencing was planned but COVID cancelled.</p> <p>Fully planned long term plan in place (successfully delivered Autumn / Spring 1).</p> <p>During COVID Sport / Keeping Active kept at forefront (daily emails/ PE lessons/ Skills Challenges/ Active 30 ideas/ Staff setting good example with own keeping active news. A wide range of activities included)</p> <p>Links kept with Skipton Tennis Club / Skipton Cricket Club during COVID (activities / links emailed out)</p> <p>We do not have the most accessible playground and the school has no grassed area so whenever possible we make use of local facilities (Sandylands/ Aireville Park/ Skipton Academy / Ermysteds)</p> <p>Physical activity is embedded throughout as much of our school day as possible (Maths of the Day/ Go Noodle/ Super Movers)</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Continue to engage children in competitive sport to a high standard.</p> <p>Offer a range of sport so children feel enabled to compete for fun and competition.</p> <p>Inter school friendlies Compete in the cluster schools' events 2019-20</p>	<ul style="list-style-type: none"> • Use the tracking system to ensure all pupils have the opportunity to represent the school. • Attend cluster competitive events and festivals. Sending A,B and C teams to events where possible . • Plan in intra-school competitions (House competitions) 	<p>£3500 (20%)</p> <p>Pay SSCO (Katie Hoggarth)</p> <p>Supply costs for support staff to attend events</p>	<p>During COVID entered A / B team into Virtual Athletics and Virtual Tennis competition (North Yorks Games) 16 pupils tennis / 24 athletics</p> <p>Y3 = 100% attended Orienteering festival Y5 = 100% attended Orienteering festival</p> <p>KS2: 84 (65% KS2) pupils represented Water Street at cross country competition A/B/C Teams. (this included 1 SEND, 10 identified as inactive) 12 pupils represented Skipton. (1 SEND) 3 pupils represented Craven (1 SEND)</p> <p>LKS2 Basketball A team LKS2 Football A team UKS2 Football A/B/C teams UKS2 Sports Hall Athletics A team LKS2 / UKS2 Swimming Gala A team (6 pupils went on to represent Skipton) C team entered (Aqua Splash)</p> <p>Virtual Sports Day planned and delivered to Whole School as part of Home-learning during COVID.</p>	<p>Pay SSCO £2000</p> <p>Staff Costs £750</p> <p>Use pupils voice / questionnaires to plan in some new experiences</p> <p>Use SSCO to help plan, deliver and organise sporting opportunities especially if new socially distancing guidelines in place. Virtual competitions?</p>
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