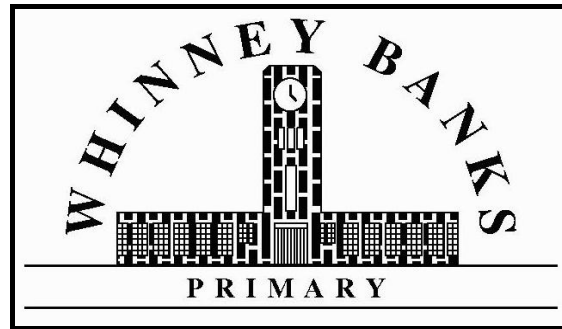


# Evidence and Impact of the Primary PE and Sports Premium Funding

2020- 2021

## Whinney Banks Primary School



Created by:    YOUTH SPORT TRUST

Supported by:



**At Whinney Banks Primary School we pride ourselves on the impact the schools sports premium is having on shaping, developing and inspiring the lives of our pupils. A former pupil who joined our school, having not playing sport, had the opportunity to be involved in a wide range of sports within school, within the community, within the town and ultimately in representing the country. He presented his thoughts, as head of our school sports crew, about his journey in developing his skills and love of sport.**

**We hope you enjoy reading these words as much as we did hearing them.**

“Nothing is impossible when the word itself says ‘I’m possible’.

A couple of months ago I took part in a national tournament at the Bet 365 stadium; we played three games in the group stages- we drew two of them - in the final game we needed three points to stay in the tournament. Two minutes left and it was starting to look *impossible* then... I scored a beautiful ‘*left pegger top binz’* and put us through to the final!

**Self-belief.** I had to have this quality to score that goal, to make sure it didn’t knock my confidence. This quality has helped me since I started this school when I was in year 2. I had to have this quality to put myself out there to try what I was being asked to try: everything is possible the impossible just takes longer.

Before I came here (Whinney Banks) I was not involved in any sport at all. This school changed me permanently. If I had not moved to Middlesbrough, if I had not come to Whinney Banks Primary, if I had not opened up and tried the different sports then maybe (most likely) I would not be as good as I am today at the sport variability.

Without this quality I would not be wearing the MFC Academy kit; without this quality I would not have scored that goal; without this quality I would not be as confident in myself as I am now. The days that people like Mr Codd would wake up early and get dressed just to come and watch me play are what have helped me deeply install this quality in me.

Thanks to everyone who has helped me- your words of inspiration and displays of kindness are what have helped develop this in me and for me to help others. Imagine a place where I did not have the opportunities that I’ve had today. Imagine a time when I did not have the chance to be as good at the things I am today. Imagine a version of me who was not very self-confident: all this could have been a reality if I had not stepped foot in Whinney Banks Primary School.

Easy things are easy, hard things just take longer.”

E-A-E

## Primary PE and Sport Premium Report for 2020/2021

The Primary PE and Sport Premium was launched by the government in April 2013. It is ring-fenced funding to be used by the school to achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (below) that will live on well beyond the Primary PE and Sport Premium funding.

The national vision is for: *“All pupils leaving primary school [to be] physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.”*

In 2020/21 we have received £19,590. Having consulted with pupils and parents, and to support our wider vision and plans for PE and sport, we have/plan to spend the Premium in the following ways.

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:



| Key achievements to date until July 2020:   | Areas for further improvement and baseline evidence of need:   |
|---|--|
| <ul style="list-style-type: none"> <li>• Remote learning: the school sports coach and teachers in various year groups have created video tutorials of home workouts involving fitness training and specific sports skill practice which can be completed at home during lockdown.</li> <li>• Ensured PE safely continued throughout school where possible once lockdown restrictions were put in place.</li> <li>• In school, year groups were split into bubbles and timetabled throughout the week to have regular opportunities to maintain and improve their fitness levels within PE.</li> <li>• Equipment was regularly cleaned between lessons and hand sanitiser was always available.</li> </ul> | <p>Remote learning will continue to be explored and improved.</p> <p>Home Fitness (Sports Coach) – children are also directed towards online provision (Joe Wicks, HIIT YouTube sessions etc) to promote a healthy lifestyle.</p> <p>Began to explore how ‘key concepts’ can run alongside our long-term PE plan and our progressions to deepen our understanding of key concepts (associated with the language and sport specific terminology used within a variety of sports and areas of fitness/nutrition).</p> <p>Using school-based data to indicate current levels of fitness (post lockdown) in relation to each child’s BMI (with a focus on addressing the overweight and obese categories). The aim will be to reduce the percentages of children within these categories across school through regular and consistent fitness activities with the school’s Sports Coach.</p> <p>* Areas where adjustments might have to be made due to Covid-19 (throughout the document).</p> |

We did not carry forward an underspend from 2019-20 year into the current year.

## 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.

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| <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.</p>   |  |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br/><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> | 92%  |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>  | 52%  |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>  | N/A  |
| <p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>  | 16 children (26%) had the opportunity to prepare for and compete at Middlesbrough Schools Swimming Gala in 19/20. We plan to continue to create opportunities once restrictions are clear. |

|                               |                                      |                                  |
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| <b>Academic Year:</b> 2020/21 | <b>Total fund allocated:</b> £19,590 | <b>Date Updated:</b> Spring 2021 |
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**Key indicator 1:** The engagement of all 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

| <b>Intent</b>  | <b>Implementation</b>   | <b>Impact</b>   | <b>Sustainability</b>  |
|--|---|---|--|
| <p>Work with specialist sport coaches to allow the children to have access to skilled expertise within sport/PE.</p> | <p>Identified specific areas of PE which would further benefit from the expertise of the schools sports coach, school staff and outside providers.</p> <p>The school PE Coordinator worked alongside the sports coach to upskill current staff in different areas of PE.</p> <p>Organised after school clubs on specific days to allow external providers to come and work with our children.</p> <p>Developed strong links with external providers. Schools Sports Coach attended coaching sessions at external venues/facilities.</p> | <p>Children have demonstrated a wider development of skills and access to high quality sports teaching.</p> <p>Children have developed more confidence and demonstrate this throughout the curriculum areas of activity.</p> <ul style="list-style-type: none"> <li>- School Sports Coach</li> <li>- Acklam Partnership Coach: Mrs McNabb</li> <li>- Dance Coach: Urban Kaos and Gotta Dance</li> <li>- Netball coach: Grangetown netball club</li> <li>- SCSS (Resources)</li> </ul> <p>Links have continued to be made with clubs within the community.</p> | <p>All members of teaching staff are up-skilled to sustain children accessing high quality PE and school sport.</p> <p>Children will continue their developed engagement in sport outside of school.</p> |

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| <p>Promoting healthy lifestyle.</p> | <p>Children in KS2 are supplied with fruit at break every school day.</p>  |  | <p>This encourages children to make healthy eating choices on a daily basis- leading to developing a healthy lifestyle.</p> <p>*Funding will continue to be allocated towards afterschool cookery club (once normal circumstances resume). Allowing children to gain and demonstrate the skills in creating healthy balanced meals and snacks.</p> <p>*As part of our school sports week, it is planned that every child in school is involved in a healthy eating lesson. This involves children learning the science behind a healthy diet, designing a healthy meal, creating it, eating it and evaluating.</p> <p>An after school fitness club is open to all (when restrictions allow). The club is offered weekly and fitness sessions are led by the school's sports coach.</p> <p>Staff regularly take part in circuit training and all fitness levels are catered for.</p> | <p>Following from KS1 children being supplied fruit by the government we are continuing to invest in this initiative for KS2 children to sustain a healthy outlook on life, in relation to achievement and attainment throughout their time at Whinney Banks Primary School.</p> <p>Annual part of our school sports week which we aim to build upon each year in addition to the food technology curriculum.</p> |
| <p>Change For Life Club</p>         | <p>Promoting healthy and active lifestyles for staff. Within 'bubbles', children were offered the chance to join an afterschool club to continue to be active.</p> |  | <p>As a result of the government initiative which states every child needs at least 30 minutes of active time during the school day, circuit and fitness training has continued to be planned for the children from years 1-6. This continues to be extremely popular with all children,</p>  | <p>This is an ongoing initiative which we intend to continue to develop.</p>  |

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|  |  |  | <p>accommodating a variety of abilities. As a result of Covid-19, a variety of home-based fitness activities have been created within school to be completed at home as part of the PE curriculum.</p> <p>The club used a variety of sports, skills and fitness based activities to promote health and fitness. Identified children, who were less active, were all encouraged to be involved.</p> |  |
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

| Intent                                 | Implementation   | Impact   | Sustainability  |
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| Middlesbrough Football Club Foundation | With current restrictions, the MFC foundation were unable to come into school as they had in previous years. However, they regularly kept in contact with the schools PE coordinator and provided direction towards links and activities online. | Children still had access to the variety of sport, PSHE and (planned) transition to secondary school resources to ensure anxiety and mental health remains as positive as possible.  | This link is continually being developed each academic year with the MFC. Although their current arrangement is coming to an end, they are in the process of creating a new arrangement with schools to ensure this relationship continues. |
| Swimming                               | Children in year 3 and 4 were due to swim during the spring term. Due to lockdown restrictions this was unable to go ahead at this time. Swimming is planned to be rearranged at the closest opportunity once restrictions are lifted.           | <p>Children have been streamed in terms of ability for swimming to ensure they have the best chance of achieving 25m.</p> <p>Children who need more practice, are allocated more</p> | Further interventions will continue which allow the less able swimmers to have more time and practise to ensure they have the best chance of leaving school swimming at least 25m. This will include children                               |



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|             |  |  | <p>time to support this to ensure all children are leaving year 6 being able to swim 25m as per the government requirement.</p> <p>More able swimmers have now also been targeted and will be involved in future competitive swimming competitions such as the Middlesbrough Schools Finals once competitions can resume.</p>   | <p>from years 5 and 6 who haven't yet successfully completed 25m.</p> <p>Staff are monitoring the impact of the change. To date fewer children now require intervention to allow them to achieve 25m. We continue to monitor this data carefully with a particular focus on those children in Y3 who are less confident in water.</p>      |
| YST         | The resources were used from the website by staff to support children developing their skills.   |  | Children accessed a greater range of resources within high quality PE and sports lessons.   | Planning to invest a further £210 for further support/resources from the YST.  |
| Sports Week | In the summer term, plans are in place for staff, pupils, governors and parents to be involved within a week-long celebration of sport, PE and healthy lifestyles. |  | <p>*If restrictions allow, children will have access to:</p> <ul style="list-style-type: none"> <li>-Collaboration with local partnerships allowing them to try different sports and sustain an interest.</li> <li>-Daily assemblies promoting sporting values, children will be presented with elite athlete promoting aspirational, fundamental values.</li> <li>-Parent pupil sessions: Allowing parents to</li> </ul> | <p>Will allow staff, parents, pupils and governors to be involved in the now annual sports week building on from the success of two summers ago (pre-covid).</p> <p>We refine this year on year to provide children with the best possible experience.</p> <p>Continue to develop the school's commitment to children's love of sport,</p> |

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|  |  | <p>demonstrate active choices for children to follow.</p> <ul style="list-style-type: none"> <li>-Children are presented sporting prizes to allow them to participate further in sport and a healthy lifestyle out of school following the week.</li> <li>-Breakfast club will allow children to participate in a healthy balanced meal as well as participate in some physical activity increasing concentration, punctuality and attendance for targeted children.</li> <li>-Link with MFC including a special awards presentation and a visit from the club mascot: Rory the Lion.</li> <li>-Whole school competition to design a t-shirt that would represent one of the schools sporting values.</li> </ul> <p>During the week a wide range of different clubs will be offered to the children ranging from:</p> <ul style="list-style-type: none"> <li>• Breakfast club,</li> <li>• Contemporary dance,</li> <li>• Circuit/fitness training ,</li> <li>• Parent and child</li> </ul> <p>Hoopla,</p> | <p>achievement and aspirations.</p> <p>Each year children will have the opportunity to share success and will aspire to achieve personal bests, in order to break school records in a range of sports.</p> |
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|   |   |  | <ul style="list-style-type: none"> <li>• Fencing.</li> <li>• Ultimate Frisbee,</li> <li>• Parent and child Croquet,</li> <li>• Football.</li> <li>• Badminton.</li> <li>• Climbing wall for all children Nursery – Y6</li> </ul>   |  |
| Certificates, Team Photographs, Shields and Cups.   | Children are presented with certificates following any participation in a sport competition.  |  | Children develop their self-esteem, confidence and commitment to participation. Profile of teams, groups and individuals are celebrated within assembly and around school. From celebrating sporting success children develop commitment and a desire to continue to improve.        | Continue to invest in the children's commitment to future competitions. Raising children's pride and ethos in representing the school. |
| End of year celebration recognising achievement and sporting values. (usually additional half-termly celebrations without restrictions) | *A special end of year sporting assembly is planned. Outstanding sporting values and record achievements are celebrated and shared. |  | *Members of the sport crew are involved in school assemblies to showcase their contributions to a variety of sports representing WB. They have been involved in talking about the impact sport has had on their lives. Inspiring other children to achieve their own sporting goals. | Continue to invest in the children's commitment to future competitions. Raising children's pride and ethos in representing the school. |

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| Playground Leaders | Playground leaders are working alongside the sports crew to promote playground activities. They use equipment such as: skipping ropes, netballs, speakers (dance), hoops.  |         | Additional structure and sporting opportunities are available for children on the playground. Children who often find themselves isolated or unsure what to do will have a variety of activities to join in with. | New playground leaders are added annually.   |
| Kit                | Children's sports kit continues to be replaced and updated with the school games logo, YST logo and school name.<br><br>Sports Clothing for staff leading activities.  | £171.58 | This encourages children to have a sense of pride, unity and teamwork. Children feel safe, secure and confident when wearing appropriate sports clothing.   |  |
| *Dance Resource    | As part of the PE curriculum, children in all year groups take part in lessons to learn the skills of dance and put together a routine. A celebration of dance is then performed to school and parents. This has not been possible so far during this academic year but is planned for the future. Resources are purchased to support year groups chosen style of dance in this celebration. |         | Children have developed high quality skills in dance. In particular, all boys are involved and engaged.   | Continued success and progression of dance annually throughout school. Including annual scheduling of dance for parents for all year groups.<br><br>Provide further opportunities for children to be involved in learning the skills of different dance styles and provide relevant resource to support. |

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| 2 X Sports trolleys for lower school PE equipment. | Trolleys purchased to help transport increasing PE equipment around school. |  | More equipment can be used in different areas of school. |  |
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

| Intent              | Implementation  | Impact   | Sustainability   |
|---------------------|---|--|--|
| CPD                 | With Covid restrictions, online videos and resources were shared to staff within school to assist with providing high quality home learning opportunities.  | Staff accessed CPD sessions which was then shared within school to increase confidence, knowledge and skills. Children were able to access the resources and expertise that staff gained, allowing them to develop their own skills. | *Investment in staff delivering high quality learning for all pupils within PE, taking note to support individual's needs. <i>Eg. G&amp;T, Behaviour needs, Medical support.</i> Increase the physical activity levels of the less active pupils. This approach will ensure our staff are up-skilled and confident in teaching PE in the future. |
| School Sports Coach | The Sports Coach works alongside the teachers in every year group. He is deployed based on the class teacher's confidence and skill level in specific areas of the PE curriculum. In most areas, the class teacher and sports coach will alternate leading the lesson to upskill staff as well as model a high quality PE lesson. | *School sports coach salary.   | Pupils have discussed and demonstrated their enjoyment and development through the combined teaching support of staff and the sports coach working together.   |

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| Alison McNabb  | The SSCO works within school as part of our school partnership.   | £1,500 | In school she provides staff with team-teaching opportunities and brings specialist equipment that allows children to participate in new sports.   |
| Staff involvement in extra-curricular opportunities. | In a limited numbers scenario, staff had opportunities to participate in after school fitness activities that can also be used with the children once they can safely return to school. Running, weight lifting, HIIT, circuit training and various other cardiovascular based fitness was practised. |        | *Following staff CPD in previous years, the teaching of fitness has continued to take place throughout key stage 1 and key stage 2 from years 1-6, participation in resourcing and running after school clubs has increased. More children are now involved in extra-curricular sporting activities than ever before (when restrictions allow).                                    |
|  |   |        | <b>In 2016/17 20 clubs have been offered to date- with more planned for the summer term.<br/>In 2017/18 25 clubs have been offered to date.<br/>In 2019/20 30 clubs have been offered to date.<br/>In 2020/21 An after-school club was offered to each year group, within bubbles, every night of the school week (when restrictions allowed). More clubs will be offered once</b> |

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|  |  |  | bubbles can mix. |  |
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

| Intent       | Implementation  | Impact              | Sustainability  |
|--------------|---|---------------------|---|
| Sports Coach | By employing a sports coach who works with children from nursery to Y6, we have developed our school provisions in the number of clubs and sports provided: allowing children to access a wider range of opportunities.<br><i>* See Governors report of extended school activities.</i> | Sports Coach Salary | <b>In 2016/17 Mr Codd led teams entering 32 competitions.</b><br><b>In 2017/18 ...38 competitions.</b><br><b>In 2018/19 ...42 competitions.</b><br><b>In 2019/2020 Mr Codd led teams entering a number of competitions (until March of Spring term due to national school closure)</b><br><br><b>In 2020/21, further plans were in place to enter external competitions involving every year group in Key Stages 1 and 2. We plan to resume these competitions once national restrictions have ended.</b> |
| Archery      | Following an increase in popularity in smaller groups, further equipment and resources were purchased allow large groups (up to one class at a time) to access archery at any one   | £495.38             | Arrangements have been made for all children across year Key Stage 2 to be given access to the sport, allowing them to develop an interest in a new sport. Upper Key Stage 2 have gained enough   |

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|  | time.   |                                       | experience with the equipment to be able to safely allow larger groups to participate within a lesson – resulting in more people shooting their arrows and increasing their accuracy.  |   |
| Fencing (Y3), fitness (Y4) and athletics (Reception)   | It was planned to continue introducing fencing to the year 3 children and this is planned to be put in place once restrictions are lifted.  | Part of the Acklam Grange Partnership | Children developed skills of teamwork, co-operation and gained knowledge of an Olympic sport not traditionally taught in the curriculum. Additional support from the Acklam Partnership with fitness and athletics will aim to tackle any decrease in fitness levels due to national lockdown.   | School investment in children experiencing different Olympic sports and ensuring more children have the chance to improve their fitness at a quicker rate.  |
| Robinwood Activity Residential (organised but unable to go ahead due to national schools' closure) | Funding allowed school to subsidise the outdoor learning residential visit. The children were given the opportunity to experience being away from their families in a team building environment with external qualified instructions. |                                       | <p><b><u>During this visit children are able to access:</u></b></p> <ul style="list-style-type: none"> <li>• Wall climbing</li> <li>• Cannoning</li> <li>• Caving</li> <li>• Stream Walk</li> <li>• Zip Wire</li> <li>• Trapeze</li> <li>• Giant Swing</li> <li>• Assault course</li> <li>• Archery</li> <li>• A range of problem and team building activities.</li> </ul> <p>Funding has allowed school to heavily subsidise the trip for families, allowing school to take more pupils on the residential.</p> | School has been committed to offering this trip to year 5 groups in previous years. A change of available dates has meant that the trip now has to take part in curriculum time. Funding helps to heavily subsidise this trip. We hope to continue in this in future. |



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| Skipping Ropes, Hoops, Playground Balls and a Sports Trolley | Increasing opportunities to be active and use sports equipment on the playground.                             | £187.75 | Children from a variety of year groups became more active over break and lunch times. Specific skills performed in PE were practised and improved independently.  | Keep exploring new ideas and equipment to promote being active on the playground. |
| 30 Mitre Footballs   | Purchased so every child in a class (30 children) has access to their own football during a PE lesson.        | £154.74 | Instead of a ball between two, each child has their own ball which allowed for double the amount of time being spent on skills and having a ball at their feet. Teachers and the sports coach were able to explore different activities/football drills which involved every child participating throughout the lesson. |   |
| Sports Equipment (bibs, cones, athletics resources)          | Further investment in sports equipment to cater for the increased participation and popularity around school. | £233.80 | More children participating in sport, both in PE lessons and in extracurricular clubs.  |   |

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| Games Items for Y1 | New equipment purchased for further activities within Y1. | £152.82 | Children developed skills of teamwork and co-operation within the Y1 classroom and on the playground |  |
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**Key indicator 5: Increased participation in competitive sport**

| Intent                                    | Implementation   | Impact | Sustainability   |   |
|---|--|--------|--|---|
| Middlesbrough Schools Sports Partnership. | Children from throughout school take part in a range of local festivals and local competitions, providing success in competitive school sport. In doing so children are developing links with the local community clubs and providers. | £1,000 | <p><b>In 2016/17 160 children competed in Middlesbrough Schools Sports Partnership events.</b></p> <p><b>In 2017/18 173 children competed in Middlesbrough Schools Sports Partnership events.</b></p> <p><b>In 2018/19 184 children competed in Middlesbrough Schools Sports Partnership events.</b></p> | Investment in links with other schools to develop inter-school participation and competition. |

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| <p>Acklam Schools Partnership.</p> | <p>Increased range of alternative activities for children who wouldn't compete in Middlesbrough events. Providing inclusion for all (SEN, Disadvantaged, Less able in PE, Girls and Boys).</p> <p>G&amp;T dance opportunities for Y1 in dance and Y1 - Y6 in athletics. Orienteering for Y1, Y3 and Y4.</p> | <p>£1,500</p> | <p><b>These numbers have continued to grow each year until national school closure due to Covid-19 (see internal data).</b></p> <p>G&amp;T children have represented the school at further Tees Valley competitions following Middlesbrough success.</p> <p>Specific group of G&amp;T children were identified and taken to compete in a Middlesbrough Swimming Gala. Allowing children to compete a higher level in their talent.</p> <p><b>In 2016/17 172 pupils participated in sports events within the Acklam Schools Partnership.</b></p> <p><b>In 2017/18 183 pupils participated in sporting events within the Acklam Schools Partnership.</b></p> <p><b>In 2018/19 190+ pupils to have participated in sporting events within the Acklam Schools Partnership.</b></p> <p><b>In 2019/20 this number was due to increase had it not been for the national closure of schools.</b></p> | <p>The school is committed in supporting talented sportsmen/women further through and after school.</p> |
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| Transport              | Transport to future sporting events/competitions is planned. * | *Additional funding | <b>In 2020/21 this number was due to increase had it not been for the national closure of schools.</b><br><br>Allowed children from years 1-6 to participate in a wide range of sporting activities, festivals and competitions. |  |
| Cover to release staff | Staff covered to facilitate competition opportunities.         |                     | This allows a variety of staff to see the end result of PE lessons and extra-curricular training/sport.  |  |

|                 |              |
|-----------------|--------------|
| Signed off by   |              |
| Head Teacher:   | Mrs S Thorpe |
| Date:           | 10.03.2021   |
| Subject Leader: | Mr M Bell    |
| Date:           | 10.3.2021    |
| Governor:       | Mrs L. Green |
| Date:           |              |

Whinney Banks Primary School has a significant, long term, financial commitment to providing our pupils with a sustainable sport and healthy lifestyle education. We believe the use of the additional funding contributes significantly to raising achievement through building confidence, motivating children, promoting positive attitudes, improving skill, health and well-being and promoting inclusion.

**\*A number of new competitions were entered in 2019/20 with pleasing success (see Governors Report for sport enrichment). We had planned to increase this number during the 2020/21 academic year if national restrictions were not in place. We intend to implement these plans during the 2021/22 academic year, if not before (if restrictions allow).**