

2022/2023 PE AND SPORT PREMIUM DEVELOPMENT PLAN

EVIDENCING THE IMPACT & SUSTAINABILITY

Schools have a central role to play in supporting all children and young people to live healthy active lives. This is particularly true of primary school where the foundations of positive and enjoyable participation in regular physical activity should be established.

Crucial to achieving this is ensuring that pupils have access to at least 30 minutes of physical activity during the school day, alongside high-quality PE provision taught by confident and knowledgeable teachers and opportunities to experience and participate in a wide range of sports and physical activities. PE and sport premium grant funding should be used by schools towards these aims.

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| SCHOOL | All Saints CEVA Primary School |
| HEAD TEACHER | Claire Dunstan |
| PE COORDINATOR | Rachel Coe |

PE & Sport Premium: Government intent

Ensure that pupils have access to at least 30 minutes of physical activity during the school day, alongside high-quality PE provision taught by confident and knowledgeable teachers and opportunities to experience and participate in a wide range of sports and physical activities.

PE & Sport Premium: School intent

A school family learning and growing together with Jesus Christ

‘Activity matters. It grounds us, makes us happy and helps us to be fully integrated.’ (Myatt, 2018, p.190)

Physical Education is a vital part of school life and is likely to take responsibility for a child’s future well-being and continued participation in sport and exercise. Therefore, we provide a balanced, broad and inclusive curriculum that ensures all children will benefit. As well as learning, practising and putting fundamental skills into play and games, children understand the importance of leading a healthy lifestyle as well as having regular opportunities to experience fair play, team work, empathy for others, challenge and leadership.

“I can do all things through Christ who strengthens me.” Phillipines 4:13

Key outcome indicators: Updated 2022/2023

Schools can use the funding to secure improvements in the following indicators;

Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across your school

Key outcome indicator 2: Engagement of all pupils in regular physical activity

- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching
- providing targeted activities or support to involve and encourage the least active children

Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement

- actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as ‘sport leader’ or peer-mentoring schemes)
- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils

- introducing a new range of sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities
- providing more and broadening the variety of extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

Key outcome indicator 5: Increased participation in competitive sport

- increasing and actively encouraging pupils’ participation in the School Games
- organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations
- provide children and young people with adequate preparation to ensure they gain positive experiences to sustain their involvement

Evidencing the impact: Review of PE & Sport Premium expenditure 2022/2023

| Key priorities to date | Key achievements & Impact | How will these achievements be sustained or further developed in 2023/2024? |
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| 1. Increase confidence and skills of staff in teaching PE and Sport | Key ACHIEVEMENTS 1 – New PE scheme purchased to cover the curriculum and aid in development and progress of children from EYFS to Year 6 | New staff in 2023, including ECTs, to be given support. Free CPD courses through Northamptonshire Sport and Jasmine. Northampton Saints booked for Years 2 and 5. Swimming to continue, therefore current Year 4s will be the first to receive two years. Further impact will be seen in 2023/24 and compared to previous year groups. |
| | 2 – Club coaches in Year 2, 3, 5 and 6 in one term of PE lessons to support staff development and improve community and club links to the school. | |
| | 3 – Swimming provided across 2 year groups to improve opportunity, confidence and development. | |
| | Impact on PARTICIPATION All staff able to deliver PE lessons. | |
| 2. Engagement of all pupils in regular physical activity | Impact on ATTAINMENT Children are assessed via new schemes of work which provided clarity and support to teachers. Feedback has been positive from staff. | PP children continue to have a free club. One club will be offered free across all year groups, starting with girls' football. Young leaders training will continue in Year 5 with a timeline of opportunities for year 5 and 6. More opportunities needed for children to be active, particularly at lunch times. Focus on girls' attainment and activity, in line with Northamptonshire Sports opportunities as well. |
| | Key ACHIEVEMENTS 1 – Free clubs offered this year for groups of children as well as those paid by parents (Change4Life for each year group, Young Leaders and staff providing free clubs to targeted year groups and Pupil Premium children offered a place at an extra-curricular club of their choice.) | |
| | 2 – Young Leaders provided lunch time activities each week to EYFS and KS1 children from November 2022 | |
| | 3 – Cardio Drumming introduced in January 2023. A classroom based and enjoyable activity which enables children to work on their motor skills, hand-eye coordination as well as having a 'brain break'. | |
| | Impact on PARTICIPATION Over 80% of children are deemed as 'active' in the school through outside-of-school clubs or those provided by the school. Children then identified for free Change4Life club and multi sports clubs ran by young leaders. | |
| | Impact on ATTAINMENT Assessment Wheels and Active registers show a positive outcome but with girls underperforming compared to boys. | |

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| <p>3. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p> | <p>Key ACHIEVEMENTS 1 – Young Leaders are prominent in clubs and will be in workshops (Sport Relief) and campaigns (Walk This May) as well as organising and running the EYFS/KS1 Sports Day. Young Leader training offered to all Year 5 pupils in PE lessons and Year 6 are encouraged to continue in their involvement.</p> <p>Impact on PARTICIPATION 60 Year 5 children were given young leader training. 42 of those chose to continue this role at lunchtimes in the Spring and Summer terms. 15 year 6 children continued their role at lunchtime offering clubs to KS1 children and 52 children helped with the EYFS and KS1 Sports Days. A school sports group launched the Walk This May! campaign to encourage walking to and from school.</p> <p>Impact on ATTAINMENT 85% of children achieved their objectives in the leadership training. 70% of children chose to continue their roles, impacting on their speaking and listening skills as well as supporting their personal development journey in primary school</p> | <p>Young leaders training will continue in Year 5 with a timeline of opportunities for year 5 and 6.</p> <p>More opportunities/responsibilities being provided to Year 6 with an opportunity to bring back Sports Captains.</p> |
| <p>4. Broader experience of a range of sports and activities offered to all pupils</p> | <p>Key ACHIEVEMENTS 1 - Forest School provided for all Year 1 children in school's own high-quality area by a trained Forest School staff member throughout the year.</p> <p>2 – Swimming lessons for Year 4 children as well as Year 5.</p> <p>3 – Balanceability provided for all EYFS children (to accompany Scootability and Bikeability further up the school).</p> <p>Impact on PARTICIPATION 60x Year 1 pupils participated in Forest School. 118x Year 5 and 6 pupils took part in swimming. 60 EYFS pupil, 120x Year 2 and 3 pupils took part in Scootability and 33x Year 4 pupils</p> <p>Impact on ATTAINMENT Year 1 pupils benefitted from Forest School but some lacked the social and behavioural skills to achieve all of the opportunities. Headteacher to decide the delivery of it next year. Where 100% of EYFS, Year 2 and 3 took part in Balanceability as it was provided to all, 55% took part in Bikeability due to needing a bike.</p> | <p>Forest School provider leaving, new person being offered the role. Will be liaising with head as to which cohort will benefit from this.</p> <p>Balanceability (EYFS) and Level 1 Bikeability (Year 4) Booked for next year. Level 2 Bikeability booked for the first time to Year 6.</p> <p>Year 4 and 6 parents will be told at the beginning of the year about these opportunities so as to prepare children with equipment where they can.</p> <p>Swimming to continue for Year 4 and 5 (Year 5 for 2023/24 will be the first to receive 2 years of swimming and therefore can compare impact at the end of the year.)</p> |
| <p>5. Increased participation in competitive sport</p> | <p>Key ACHIEVEMENTS 1 – Year 2-6 participated in 9x Level 1 competitions throughout the year 2 – 14x Level 2 competitions participated in this year across Years 3-6. 3 – Represented the school at both the Level 3 Winter and Summer County Finals</p> <p>Impact on PARTICIPATION 1 – All Year 2 and KS2 children (300) participated in Level 1 competitions 2 - 184x KS2 children participated in Level 2 competitions</p> | <p>Continue preparing children for competitions so as to have healthy and positive competitive experiences by using PE lessons, young leaders and staff support.</p> |

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| | <p>3 – 16x children have attended Level 3 County Finals or County Cross Country Championships</p> <p>Impact on ATTAINMENT</p> <p>KS1 Kurling team won their Level 2 competition, qualified for the Winter County Finals, and came runner up.</p> <p>KS2 Gymnastics and Archery teams came 3rd in the Level 2 competitions.</p> <p>2x Year 5 pupils qualified for the County Cross Country Championships with one going to the National Finals.</p> <p>Year 6 pupil came overall first in the QuadKids Athletics.</p> <p>Year 4 team won their Level 2 competition and qualified for the Summer County Finals.</p> | |
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Swimming: meeting the national curriculum requirements for swimming & water safety

Swimming and water safety are national curriculum requirements and essential life skills. The national curriculum requirement is that by the end of key stage 2, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively, for example, front crawl, backstroke and breaststroke
- perform a safe self-rescue in different water-based situations

You can use the PE and sport premium to fund the professional development and training that is available to schools to train staff to support high-quality swimming and water safety lessons for their pupils.

You can use your funding for:

- professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils
- additional top-up swimming lessons to pupils who have not been able to meet the 3 national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water

Schools are required to annually publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements

| Outcome | % of pupils achieving outcome | | | | |
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| | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 |
| Swim competently, confidently and proficiently over a distance of at least 25 metres | 65% | 67% | 69% | 58% | 56% |
| Use a range of strokes effectively; front crawl, backstroke and breaststroke | 65% | 67% | 69% | 58% | 56% |
| Perform safe self-rescue in different water-based situations | N/A | N/A | 19% | n/a | 100% |
| The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water. Have you used any funding for this purpose? | Yes | Yes | Yes | No | |

PE & Sport Premium: Development Plan

| 2022/2023 Funding Must be allocated and spent in full by 31 st July 2023 | | £16,000 + £10 per pupil (Year 1 – Year 6) £19200 | | SUB TOTAL | |
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| Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Planned Expenditure: % of total allocation: | £6400 (34%) | Actual expenditure: % of total allocation: | £6578 (34%) | |
| Key outcome indicator 2: Engagement of all pupils in regular physical activity | Planned Expenditure: % of total allocation: | £2800 (15%) | Actual expenditure: % of total allocation: | £2790 (15%) | |
| Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement | Planned Expenditure: % of total allocation: | £3250 (17%) | Actual expenditure: % of total allocation: | £3250 (17%) | |
| Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils | Planned Expenditure: % of total allocation: | £3300 (18%) | Actual expenditure: % of total allocation: | £3300 (17%) | |
| Key outcome indicator 5: Increased participation in competitive sport | Planned Expenditure: % of total allocation: | £3000 (16%) | Actual expenditure: % of total allocation: | £3200 (16%) | |
| | | £18750 (99%) | | £19118 (100%) | |

Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| INTENT | IMPLEMENTATION | | | IMPACT | |
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| Objective/intended impact What do you want to achieve? | Actions to achieve Outcome What do you need to do to achieve your intentions? | Planned funding | Actual funding | Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school? | Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023? |
| All staff to deliver high quality PE teaching and learning for all children | Undertake a training needs analysis of all staff <ul style="list-style-type: none"> Staff to identify areas of training Appropriate internal or external training and/or resources to be identified and sourced | £6400 (Scheme of Work renewal and Purchase of a new scheme of work, PE lead management time, sports coaches and equipment purchase) | £6578 | What training opportunities were accessed by staff? September training day introduced staff to a new scheme of work (PEPlanning.org) and revised how to deliver a lesson using another existing scheme (Jasmine). Both provide lesson plans to deliver the fundamental skills required to participate in active lessons as well as specific games, sports and young leader training. All class teachers deliver PE lessons, receiving support through observing others and time with PE lead where necessary. | September 2024 Training day – CPD to staff, revise schemes. November – ask for feedback from schemes again (all staff participating) and observations to begin. Assessment – new way of tracking individually throughout the year for staff to think critically about their children. Girls attainment/activity focus next year. |

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| | | | | <p>PE staff meetings occur 3 times a year with a focus on the curriculum, assessment and delivering healthy competition.</p> <p>Impact – beginning of Spring 1 = staff audit to be completed to share thoughts on new curriculum. All engaged positively with this, giving clear objectives and activities to challenge children with 3 staff members saying that they could see an increase in attainment and quality from the previous year.</p> <p>Summer feedback was that staff were seeing greater progress and outcomes from pupils. PE plans have been used effectively by most year groups.</p> | |
| Understand the local, regional and national PE, school sport and physical activity landscape | <p>Use a variety of platforms to keep up to date with changes to the sporting landscape and seek to engage in opportunities that could benefit staff and children</p> <p><i>Register with organisations considered experts within the field of PE, school sport and physical activity i.e. School Games, Youth Sport Trust, Sport England, Northamptonshire Sport, AfPE</i></p> | £0 (costs spread out through other indicators) | £ | <p>What local, regional or national events or campaigns have the school engaged in?</p> <p>Delivered and intended campaigns this year are:</p> <ul style="list-style-type: none"> - World Cup 2022 (December) - Sport Relief (February/March) - Walk This May! (May) <p>School is associated with the follow organisations:</p> <ul style="list-style-type: none"> - Northamptonshire Sport - Youth Sports Trust - AfPE <p>School has strong links with the following clubs:</p> <ul style="list-style-type: none"> - Freestyle Group - Northampton Saints - Premier Tennis | <p>Continue being an Enhanced School with Northamptonshire Sport.</p> <p>Tokyo 2024 Olympics</p> <p>Aim is to continue the link with local secondary school who have provided sports and competitive opportunities this year for the Year 5 cohort in terms of Kings 4 Gold.</p> <p>SSCo continuing to be at a local girls secondary school.</p> <p>Continue link with Freestyle, Aqualight and Northampton Saints.</p> |

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| | | | | <ul style="list-style-type: none"> - Aqualight Swimming - Northamptonshire Cricket <p>School has strong secondary school links with:</p> <ul style="list-style-type: none"> - Kingsthorpe College - Northampton School for Girls <p>-All KS2 children (236) have participated in a community link, participating in a Cricket Day with an active sessions and assembly by Northampton Steelbacks, raising activity levels and club awareness.</p> <ul style="list-style-type: none"> - 4x year groups have received coaching from outside agencies in PE lessons. - 2x year groups have received swimming lessons. - 150 children have visited a secondary school for a multi sports festival. -Children are now recognising adults from previous events and reacting positively to this (e.g. Natalie Lawrence from Northamptonshire Sport or Lucy Smith, SScO from NSG). Events for Year 5s at Kingsthorpe College and Northampton School for Girls have enabled them to view the school before making a secondary school choice in October 2023. | |
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Key outcome indicator 2: Engagement of all pupils in regular physical activity

| INTENT | IMPLEMENTATION | | | IMPACT | |
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| Objective/intended impact What do you want to achieve? | Actions to achieve Outcome What do you need to do to achieve your intentions? | Planned funding | Actual funding | Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school? | Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023? |
| Have tailored opportunities that attract children who are least active and/or those who have been most affected by Covid-19 to participate in regular physical activity | Plan a multiskill approached physical activity programme for an identified cohort of children. <ul style="list-style-type: none"> How will children be encouraged & rewarded for participation Appropriate and committed staff Deployment of young leaders When will it be delivered? Could it be delivered virtually, and home based? | £1200 | £1200 | <p>How many children have accessed the programme over the term/academic year?</p> <p>Autumn 1 + 2 = 30 children in Years 4, 5 and 6 Spring 3 + 4 = 20 children in Years 3 Summer 5 + 6 = 30 children from Year 1 + 5</p> <p>What impact has the programme had on the children's health & well-being, attendance, attainment?</p> <p>Autumn 1 = club was targeted for children who had started the school in September in Years 4 and 6 selecting classroom peers to participate alongside them.</p> <p>Impact – 13/15 children stated that they enjoyed the club and would want to do it again, enjoying the range of activities and equipment opportunities that they had. The new additions to the school formed friendships with one Year 6 child starting her own club after this.</p> <p>Autumn 2 = club was focused again on friendships but to secure pre-existing ones and to create opportunities for new ones so as to build confidence in lessons when group activities were had as well as on the playground.</p> <p>Impact – 14/15 children attended the club regularly and showed enthusiasm for it with a particularly strong friendship group created in one class.</p> | <p>Active registers track children across each term (noting outside-of-school and school club participation.)</p> <p>Change4Life provided each term and tailored to children. Will start with Year 5/6 in Autumn term for friendships/less active children.</p> <p>Autumn 2 – young leaders to provide lunchtime clubs for Year 2-3 children selected by staff.</p> |

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| | | | | <p>Spring 3 + 4 = club was solely focused on a group of Year 3 children, making adjustments each term, in order to increase active participation, following instructions, building teamwork and engaging a newly joined child.</p> <p>Impact – 15/20 children attended the club regularly and said that they would like to do it again. Children could explain what an instruction is and why rules are needed in games. A teacher noted on a stronger friendship that has formed because of it and new child settled well.</p> <p>Summer = club was focused on a group of Year 1 children in both terms, focusing on friendships and increase positivity to physical activity.</p> <p>Impact – 12 children attended the club regularly with staff also discussing needs with coaches. Children improved in behaviour over this time with 3 children's attitude to sport improving considerably and have a positive Sports Day.</p> | |
| Review physical activity time and intensity levels across the curriculum timetable | <p>Use the Active School Planner as a tool to visually demonstrate to staff when during the day children are inactive</p> <ul style="list-style-type: none"> • <i>PEC to assist teachers to produce a Heat Map for their class</i> • <i>PEC to review the Heat Map with the class teacher</i> <p><i>PEC and class teacher to consider and embed new ways of delivering aspects of the curriculum in a more physically active way</i></p> | £600 | £420 | <p>Autumn = equipment purchased to increase intensity levels at lunchtimes. Young leaders from Year 6 are also organised to deliver and support activities with EYFS and KS1. This will continue throughout the year and be provided by Year 5 once they are fully trained.</p> <p>Spring 1 = Dance Workshop to support the wider curriculum in Year 4.</p> <p>From Spring = cardio drumming to be available for all year groups with equipment purchased. An active, classroom-based activity to support</p> | <p>Cardio drumming to be emphasised across whole school and made easy to access equipment.</p> <p>September training day – CPD: to go over simple brain breaks.</p> <p>Sensory circuits, workshops linked to curriculum, Young Leader lunchtime clubs and other campaigns (Walk This May!) to continue.</p> |

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| | | | | <p>motor skills and hand eye coordination as well as providing a 'brain break' for the children.</p> <p>Impact – Spring pupil voice showed that children were overall happy with the active levels at break and lunchtime as well as the range of clubs on offer. 8/12 walked to school. The area for improvement is Active Learning.</p> <p>Summer – Dance workshop for Year 2 linking to China theme, yoga in Year 3 linking to RE theme, local secondary dance club coming in to work with Year 4s and Young leaders to increase awareness of active learning in the school.</p> <p>Impact – Summer = pupils engaged well with all physical activities provided. Children are not always aware that there are links to PE & Sport so this needs to be made clearer next year. Children enjoy that physical activity has been introduced to them in different way, through their themes and other areas of the curriculum.</p> | |
| Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy | Provision for 2 hours of high-quality curriculum PE per week for ALL children <ul style="list-style-type: none"> • <i>Ensure lessons are well structured, differentiated and progressive</i> <i>Provide opportunities for all children to 'learn to lead'</i> | £1200 | £1170 | <p>How many hours of curriculum PE is each year group receiving? 2 hours</p> <p>How do you ensure that every child is reaching their PE potential? Tailored lesson plans as well as assessment opportunities and CPD support throughout the year.</p> <p>Swimming has always been part of the Year 5 curriculum. This year will be the first where Year 4 also take part and will then continue to in Year 5. No cost to the parent, swimming has been identified in</p> | <p>September Training Day CPD: overview of schemes of work and how Sport & PE fits into other areas of the curriculum, including brain breaks.</p> <p>Continue Young Leaders development with Year 6 as well as training Year 5.</p> |

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| | | | | <p>the school and amplified since 2020/21 as an activity not widely participated outside of school and so more time will be given to it within the PE curriculum.</p> <p>Autumn2 / Spring 1 = both Year 5 classes attend (58 children) and instructed by an Aqualight swimming coach as well as PE lead and assistant. Spring 2 / Summer 1 = both year 4 classes will attend (59 children).</p> <p>Impact Autumn 2 – Year 5 children benefitted from 7 weeks of swimming. A group of children had had minimal experience within a swimming pool with one child not being in one before. All of these children were able to swim 10 metres by the last session with the latter 15 metres. All improved in their self-confidence within the water. Another group of children were given the opportunity to practice invaluable life-saving skills.</p> <p>Impact Spring 3/4 – Year 4 and 5 classes benefitted from 6 weeks of swimming, this highlighted the importance of swimming as many had little experience of learning to swim and swimming safety. Year 5 children learnt life saving skills.</p> <p>How do children learn to lead within PE lessons? What impact do these leadership skills have on the child and their contribution to whole school? Real PE offers a child-centred approach early on. Children learn to positively discuss another child's performance or skills as well as their own.</p> <p>Children are given the opportunity to create their own sequence (Year 3</p> | |
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| | | | | <p>Dance) or adapt their own game (Year 4 Real PE) before utilising these when Year 5 take part in Leadership training provided by the school's SCo as well as in their PE lessons over 2 terms.</p> <p>Impact Autumn Term: Last year's Year 6 were the first to have all had leadership training in their PE lessons. From this, a group of children have created a Year 3 lunchtime club offering a range of activities which are structured by themselves (involving some of the activities learnt the previous years and others that they have designed themselves). 64% of the cohort also signed up for young leader opportunities at lunchtimes to support EYFS/KS1.</p> <p>From here, other groups of children have wanted to run their own clubs – a colouring club and an art club have been created. Although not a physical activity, the leadership training has provided the confidence to these and the awareness that they can lead and are an important part of the school community. A worship, surrounding school community, highlighted these clubs and thanks to the Year 6 children as well as a way to show the other year groups what was being provided in their school.</p> <p>Impact Spring Term: Young leaders continued their role at lunchtimes with Year 5s now watching this in order to take over the role in the summer. Children enjoy the role and a group will introduce a new sports club for Year 2 children in the summer term.</p> <p>Impact Summer Term: 12 children helped to deliver the EYFS sports day with 40 children organising and leading the KS1 Sports Day.</p> | |
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Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement

| INTENT | IMPLEMENTATION | | | IMPACT | |
|---|--|-----------------|----------------|--|---|
| Objective/intended impact What do you want to achieve? | Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i> | Planned funding | Actual funding | Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i> | Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2022/2023?</i> |
| Continue to be a Northampton SSP Enhanced School | <p>Ensure opportunities are added to the school diary at the earliest opportunity</p> <p><i>Regularly engaged with the Cluster SSCO; SSCO will provide 1-2-1 support to schools, deliver the cluster aspect of the programme such as Multisport Festivals and support school and will support the delivery, embedding and review of the real Leaders programme</i></p> | £3,250 | £ | <p>What has the school gained by being an SSP Enhanced School? A support system which provides structured events encompassing competitions for a wide range of categories as well as opportunities for children to represent their school and attend events in a non-competitive, festival environment.</p> <p>The network also creates teams where points are discussed and provisions shared. The new scheme that the school purchased for the year was shared by another school the previous year.</p> <p>Children see young leaders in action at these events and become inspired as well as receiving training from them themselves in Year 5.</p> <p>Children are given the opportunity to visit a range of sports events and a new SSCO this year has provided the school with a link to a popular girls' school in their area with events happening them for Years 3-5 this year.</p> <p>Impact Autumn 1+2 – 126 children have benefitted from events put on by Northamptonshire Sport. These range from whole class festivals to smaller group competitions. Children have been selected for the group events in a range of ways: their commitment shown within</p> | Continue to be an Enhanced School. |

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| | | | | <p>the PE lesson last year (e.g. Year 5 participation in Tag Rugby PE lessons in Summer 1 for a Year 6 events in Autumn 1), auditioning for an event (e.g. The Year 4 gymnastics competition) to being selected based on their needs and hopeful impact (e.g. the Year 6 SAS project).</p> <p>Year 4 gymnastics competition = children were required to learn routines so as to perform to a judge in a competitive setting. This took dedication, home support and involved Year 6 young leaders (and previous competitors) to support in their training, to discuss and answer any questions that they may have had on their event. The group learnt new skills and improved their routines during the 5 weeks of training with one child coming 4th individually from over 70 competitors.</p> <p>Impact Spring 3+4 – 116 children have benefitted from events organised by Northamptonshire Sport. A year 2 Kurling team won the Level 2 competition and came runner up in the Level 3 one. A Year 4 Archery team came 3rd in the Level 2 competition and a Year 5 child qualified for the National Cross Country Championships in Loughborough from the Country Championships in January.</p> <p>A group of Young Leaders were also chosen for a conference based on their commitment so far to the lessons and their role or that they showed great potential. This conference gave them the confidence to think critically about our school in terms of how active it is and has inspired them to do something about it.</p> | |
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| | | | | <p>Impact Summer 5+6 – 160 children have benefitted from events organised by Northamptonshire Sport including the Year 6 Spirit of the Games, a Level 2 competition that qualified the school for the Summer County Finals and multi sports festivals at a secondary school.</p> <p>Overall, 402 places have been offered for children to take part in physical activity outside of school whether it be a multi sports festival, a team or individual competition or an aspiration project.</p> | |
| Achieve Gold School Games Mark Award | <p>Use the 2021/2022 School Games Mark Action Plan to ensure this is a year-round scheme to develop meaningful opportunities for all pupils and whole school development</p> <ul style="list-style-type: none"> • <i>Collect necessary evidence throughout the year</i> <p><i>Share scheme with all staff and ask for their support to achieve desired award level</i></p> | £0 | £0 | <p>How did planning and reviewing your school's position against the criteria lead to positive changes within the school?</p> <p>Met with SSCo during network and engagement meetings, discussed overview and next steps.</p> <p>Impact – Achieved Gold, able to apply for Platinum and achieved this award for the next 2 years.</p> | Platinum award until 2025. |
| Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce | <p>Use the real Leaders scheme of work to upskill a cohort of confident and knowledgeable young leaders</p> <p><i>Use the real Leaders Action Plan to support in the planning and implementation of the training</i></p> | £0 (Incl. in Enhanced Membership) | £ | <p>How many young people have accessed core leadership training? 30 children with all 58 receiving lessons 1-6 in Autumn 2. 59 children and will receive the remainder in Summer 1.</p> <p>What roles were the young leaders deployed to undertake? What impact did they have on whole school?</p> <p>Impact Autumn + Spring = Year 6 children primarily focused on supporting children and creating games for KS1 children. However, a group did create their own club for Year 3s once a week, this involved planning, working together and thinking about the equipment and appropriate challenge for the group.</p> | Timeline to be created of a young leaders' journey from training to then development of opportunities. Access by Year 5 and 6 pupils. |

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| | | | | <p>Impact Summer = Year 5 leaders' role to continue at lunchtimes and also used for EYFS and KS1 Sports Days. Pupils organised and led activities, praised by staff and parents.</p> <p>See answer to question 'How do children learn to lead within PE lessons? What impact do these leadership skills have on the child and their contribution to whole school?' In KI2 for how this has enhanced Year 6 when receiving the same provision in 2021/22.</p> | |
| Bring together a cohort of young leaders to form the School Sport Organising Crew (SSOC) who will influence and have a voice for all children in all thing PE, school sport and physical activity | <p>Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school</p> <ul style="list-style-type: none"> How young leaders will be recruited fairly <p>How the meetings will be structured and items to be discussed – can there be a 2-way process with the main school council?</p> | £0 | £ | <p>What were the main objectives for the group? School sports crew to be created in Spring 2 to support campaigns such as Sports Relief and Walk this May! A combination of Year 5 & 6 children will be selected after applying for the position.</p> <p>To raise the profile of the 60 Active Minutes a day target.</p> | <p>Ensure Year 4/5 children are co-opted into the group to provide sustainability and continuation within the group year on year</p> <p>SLT to consider ways to provide the group with meaningful opportunities for influencing and decision making within the whole school</p> <p>Provide a suitable platform for the voice of the children to be heard and taken seriously</p> |
| Share and celebrate achievements in PE, school sport and physical activity | <p>Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly</p> <ul style="list-style-type: none"> Use a noticeboard and/or school digital system to publicly share success from within and outside of school Use social media to highlight school sport success and progress within PE <p>Consider how the School Games Values or school values could be used to reward behaviours</p> | £0 | £ | <p>Sport is celebrated in worships and through sports newsletters, produced fortnightly. This can range to an outcome from a competition to a success in a PE lesson or support given to prepare for something.</p> <p>On attending an event outside of school, a child is given the school's PE kit which they always feel proud to put on and gives them a sense of belonging. This is similar to when a Year 5 puts on the Young Leader hat before going to do their first lunchtime session.</p> <p>Impact Autumn 1 +2 - Pupil of the Week is shared each week based on one of the school's values. Some children have been selected for these based on sports accomplishments from 'perseverance' in</p> | <p>Social media to be used to communicate to more parents.</p> |

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| | | | | <p>a swimming lesson to providing 'service' as an assistant in a cross-country event.</p> <p>Impact Spring 3+4 – children have been celebrated for their achievements in assemblies, on newsletters going out to all parents, noticeboards and with gifts supplied by outside agencies (e.g. trophies from extra-curricular clubs, wristbands from community clubs and t-shirts from Northamptonshire sport).</p> <p>Impact Summer – children continue to be celebrated via newsletters and assemblies. Year 6 sports award to be presented on the last day in front of school and parents, a tradition for 5 years.</p> | |
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Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils

| INTENT | IMPLEMENTATION | | | IMPACT | |
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| Objective/intended impact What do you want to achieve? | Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i> | Planned funding | Actual funding | Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i> | Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2022/2023?</i> |
| Offer a diverse and needs led extra-curricular programme | <p>Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable</p> <ul style="list-style-type: none"> Review success and attendance of opportunities in the previous academic year Allow children to have a voice and influence what is offered Explore and evaluate the costs and benefits of using external providers Thoroughly check for appropriate qualifications and experience before deploying external providers <p>Explore internal opportunities to provide training to upskill staff to lead on clubs</p> | £0 | £ | <p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)?</p> <p>Autumn Term: 127 children</p> <p>What were the percentages of girls and boys, and years groups represented within the clubs?</p> <p>AUTUMN</p> <p>Year 1: 33% (g = 18% b = 15%)</p> <p>Year 2: 32% (g = 12% b = 20%)</p> <p>Year 3: 32% (g = 14% b = 18%)</p> <p>Year 4: 27% (g = 13%, b = 14%)</p> <p>Year 5: 38% (g = 18% b = 20%)</p> <p>Year 6: 18% (g = 8%, b = 10%)</p> | <p>Continue clubs being provided by Freestyle.</p> <p>To provide a free club to engage participation and focus on girls in sport. First club – girls football.</p> |

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| | | | | <p>SPRING</p> <p>Year 1: 36% (g = 18% b = 18%)</p> <p>Year 2: 38% (g = 12% b = 26%)</p> <p>Year 3: 30% (g = 12% b = 18%)</p> <p>Year 4: 31% (g = 14%, b = 17%)</p> <p>Year 5: 41% (g = 19% b = 22%)</p> <p>Year 6: 18% (g = 8%, b = 10%)</p> <p>SUMMER</p> <p>Year 1: 40% (g = 18% b = 22%)</p> <p>Year 2: 38% (g = 12% b = 26%)</p> <p>Year 3: 33% (g = 12% b = 21%)</p> <p>Year 4: 37% (g = 16%, b = 21%)</p> <p>Year 5: 41% (g = 19% b = 22%)</p> <p>Year 6: 18% (g = 8%, b = 10%)</p> <p>Which clubs were the most popular?</p> <p>Autumn Term: Performing Arts Club, the first time it has been offered, has been immensely popular along with Dodgeball and Football.</p> <p>A range of clubs are on offer before school and at lunchtime. Before school clubs provide an opportunity for children to arrive to school on time or as a before school provision, this is often seen when siblings are enrolled in the same club.</p> <p>Impact Autumn 1+2 – Parents sign their children up to each club online, therefore being able to see all information including dates and times easily. As well as children taking part in free taster sessions at the beginning of the term, parents are also not committed to pay for a long duration, making it easy for a child to start or stop a club and not adding to any financial pressure.</p> <p>Impact Spring + Summer – Parents enjoy the longevity of the clubs, providing</p> | |
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| | | | | stability to access arrangements. The rise in living costs has potentially impact on participation levels and will do to come meaning that subsidised or free clubs will be offered from September. | |
| Develop meaningful links to local sports clubs to develop pathways for children to move from school to community | <p>Acquire knowledge about local community sports providers</p> <ul style="list-style-type: none"> Consider links to clubs where the sport is either popular within school or attendance at clubs is high Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards <p>Consider how the relationship can be reciprocal</p> | £3300 (see KP 1) | £3300 | <p>What clubs have you developed links with?</p> <p>Freestyle Group Northampton Saints Premier Tennis Northamptonshire CCC Aqualight Swimming Outspoken Training Forest School</p> <p>Why were these links chosen?</p> <p>Freestyle Group – extra curricular clubs: this organisation offer a well-rounded and wide rang of clubs with a great deal of flexibility around the seasons. Their knowledge and experience is invaluable and have been a provider for over 5 years at the school.</p> <p>Northampton Saints and Premier Tennis – PE lesson support: both clubs have provided high quality coaches to support PE lessons for the last 3 years in Years 2, 3, 4 and 5. Last year saw the progression when the Year 5s took part in their second unit of Tag Rugby (having previously done so in Year 2). The impact of covid has affected the fluidity of this in other year groups.</p> <p>Northamptonshire CCC – workshop: offering a day of across the school to promote the sport and clubs. Beneficial for Year 5 in particular who will be participating in cricket in PE lessons and competitively.</p> | <p>Use qualified and experienced coaches to upskill school staff to extend opportunities within school for a desired sport</p> <p>Work with a couple of different sports each year to provide a focussed and concentrated approach</p> |

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| | | | | <p>Aqualight Swimming – PE lessons: having used the Aqualight facilities for over 8 years, due to Northamptonshire withdrawing their swimming funding, we will now be using the Aqualight swimming coaches from the Spring term for our lessons.</p> <p>Outspoken Training – having previously been used for Bikeability in 2021/22, they will again be utilised in Year 4 for those that show an interest as well as providing Balanceability to all of EYFS. These skills as well as knowledge provided to stay safe on paths and around others will prove invaluable. Team Rubicon will also be used to provide Scootability workshops to Years 1 and 2.</p> <p>Forest School: A trained member of staff will be providing weekly forest school activities to all Year 1 children this year in our designated school space. The children will participate in a range of outdoor activities to improve awareness of the outdoors.</p> <p>Impact – children are able to have the opportunity to be taught by sports coaches inside of school. Being provided with a safe environment in a familiar territory and around their friends when it could be daunting for children to attend a club outside-of-school on their own.</p> <p>Children are able to build relationships with sports coaches and see them as role-models for their association with the club or level of play that they have achieved. The profile of PE is elevated and lesson engagement potentially increases.</p> | |
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| | | | | <p>Children will associate the coach with the club with the hope that some will want to be a part of it and create a life-long commitment.</p> <p>Giving access to activities such as swimming, Balanceability and Forest School will give children opportunities that they may not be able to access elsewhere as well as significant knowledge and foundations to build upon.</p> | |
| Provide a unique opportunity for a cohort of children who need opportunities to develop confidence, social skills and self-belief to access a transition project | <p>Access the Partnership's Student Aspiration Squad project</p> <ul style="list-style-type: none"> Identify a cohort of children who meet the outlined criteria Identify a member of staff to support and accompany the children <p>Celebrate the achievements of these children within school and with their families</p> | £ (Incl. in Enhanced Membership) | £ | <p>How many children were involved? 8 children. This year the scheme was offered to a wider cohort of pupils but the school decided to still offer it to Year 6 for the purpose of confidence building as well as building transition links.</p> <p>What did the project involve? A variety of activities that the children may not necessarily access elsewhere (for example, trampolining, orienteering outside of school and boxing).</p> <p>Impact Autumn – the children so far have participated in two team activities focusing on getting to know each other as well as other schools better. These have involved group activities at Benham and orienteering at Irchester Country Park. Half of the children had not been to this park before and had also not participated in OAA outside of school. They have been placed in social situations which have placed some outside of their comfort zones but have benefitted them greatly.</p> <p>Impact Spring – children participated in archery (rescheduled from boxing) and trampolining. All felt much more settled</p> | To continue with the SAS project, providing it to Year 6 only. |

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| | | | | <p>as a group and happy to take part in new experiences. All have now found out their secondary school and, in the summer, will be encouraged to speak to others in the project to find any school links.</p> <p>Impact Summer – children participated in climbing and orienteering. The last event was an opportunity for all schools to come together. This was the event that I saw children communicate the most with other school with some even swapping phone numbers. The project has provided this confidence and, for some, a more humbling approach to social situations. A terrific initiative.</p> | |
| Provide opportunities for children identified as Able & Talented to access higher level learning opportunities | <p>Support children to access an SSP organised Able & Talented Multiskill Academy</p> <ul style="list-style-type: none"> • <i>Staff to nominate children who exhibit higher level learning potential in their multi-abilities rather than their ability to perform high in just 1 sport</i> <p>Staff to track children participation and progress</p> | £ (Incl. in Enhanced Membership) | £ | <p>How many children accessed the Able & Talented Multiskill Academy? 6 children selected for the programme in Years 4-6 (2 per year group)</p> <p>Impact – 4 of the 6 children attended the event with 2 taking the most opportunities and having the most impact. These two will continue it next year whereas other children will be chosen for the other year groups.</p> | <p>SSP to support schools to develop relationships and pathways with local community sports clubs</p> <p>SSP to support schools to identify particular opportunities for individual children</p> <p>Parent communication – make sure tell the school if do not want to attend so that another child is given the opportunity. Staff to choose children who will be committed.</p> |

Key outcome indicator 5: Increased participation in competitive sport

| INTENT | IMPLEMENTATION | | | IMPACT | |
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| Objective/intended impact What do you want to achieve? | Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i> | Planned funding | Actual funding | Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i> | Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2022/2023?</i> |
| Provide opportunities for children with SEND to access appropriate competitions | Identify children with SEND and consider their disability before providing competitive opportunities in mainstream, Inclusive, Project ability or Intra-School competitions | £ (Incl. in Enhanced Membership) | £ | <p>How many children with SEND accessed Intra-School competitions: All children in Years 2-6 access intra competitions (including 39 SEND children)</p> <p>Inter-School competitions: AUTUMN Level 2 competitions = 9 children Multi sports festivals = 6 children Other (leadership training / SAS) = 8 children</p> <p>Impact Autumn – children are representing their school in a competitive situation. In one competition, gymnastics, this was at performance category whereby a high level of execution was required in an intense situation. All children were encouraged by each other and came out with personal as well as group achievements. In another competition, it was against others with similar, non-club backgrounds in a calm yet still highly competitive environment. A large sense of accomplishment was had from one particular child who had needed to prepare for this event thoroughly beforehand.</p> <p>SPRING Level 2 competitions = 9 Multi sports festivals = 6 Other (SAS / Cricket day) = 26</p> | <p>Incorporate inclusive sports into core curriculum lessons</p> <p>Provide opportunities for children with SEND to undertake leadership training</p> |

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| | | | | <p>Impact Spring – children are representing their school in a competitive situation. In two competitions, the teams reached the finals of a Level 2 event with one team qualifying and coming runners up at the Level 3 event. A group of children accompanied their peers to multi sports festivals and Benham, working on their fine motor skills of target practise whilst all children in Years 3-6 benefitted from a Cricket Day by Northampton Steelbacks.</p> <p>SUMMER Level 2 competitions = 3 Multi sports festivals = 11 Other (SAS / Kings 4 Gold) = 6</p> <p>Impact Summer – children benefitted from class, year group and small group events outside of school where they received positive experiences in low level or high-level competitions.</p> | |
| Host a School Games Day that culminates in a year-round programme of PE and school sport | <p>Plan and deliver a School Games Day that is inclusive of all children</p> <ul style="list-style-type: none"> • <i>Design a format to ensure all children are enthused to participate</i> • <i>Consider including personal challenges to encourage healthy competition</i> • <i>Upskill and deploy a cohort of young leaders</i> <p><i>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</i></p> | £0 | £ | <p>How many children participated in the School Games Day? 120 Year 1 and 2 pupils</p> <p>How did the School Games Day conclude a year-round programme of PE and school sport? The event begins with a carousel of activities whereby the pupils will demonstrate their fine and gross motor skills (such as throwing a ball at cricket stumps, standing long jump) and then concludes with running races.</p> <p>What does this day mean to the children? Pupils are clearly very excited about sports days and enjoy the opportunity to perform in front of their parents. They also enjoy getting to know the Year 5</p> | <ul style="list-style-type: none"> • Feedback collected from day, implemented next year with slight adjustments. |

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| | | | | <p>children more who lead the activities and were brilliant this year in the encouragement and adapting activities where needed.</p> <p><i>How do you ensure the event is inclusive?</i> Each event has an inclusive element to it, some examples are below: Speed bounce - jump over a skipping rope instead of the wedge Tennis ball balance – tennis balls and bean bags available Football and netball shoot – different balls available Running races – children already group beforehand into ability races</p> | |
| Provide opportunities for all children to access personal challenge activities | <p>Organise and deliver a series of Personal Challenge opportunities</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> <p><i>Consider how these competitions could be linked to whole school house systems</i></p> | £0 | £ | <p><i>How many children participated?</i> All children participate in personal challenges as part of the PE curriculum with a particular focus on LKS2.</p> <p><i>How and when did you provide the opportunities?</i> The PE lessons provide this opportunity as well as Young Leaders leading athletic challenges during the Summer term at lunchtimes.</p> | <p>Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future.</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities</p> |
| Provide opportunities for all children to access Intra-School Competitions | <p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant – consider accessing NSport resources</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> <p><i>Consider how these competitions could be linked to whole school house systems</i></p> | £0 | £ | <p><i>How many children participated in at least one Intra-School competition?</i> All children in Years 2-6 participate in this level of competition and is linked to our curriculum. This involves 282 children. Year 2 take part in one whereas Years 3-6 to do per year.</p> <p>Whereas this was done in houses before, it is now done based on the class or year group's needs. A child may be in a group competing against other groups of a similar ability in a positive setting whereas another child may be competing against others who are at a higher quality. UKS2 also are responsible</p> | <p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities</p> |

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| | | | | <p>for designing and officiating these competitions.</p> <p>Impact – the decision to change the structure of the competitions has been decided to give the child a positive competitive opportunity. Where one child may be happy in a competitive setting, another is not and therefore such an event could create a negative impact there on after.</p> <p>To centre the competition around the child has provided them with opportunities to win and lose, to design a competition around the age of the child has also allowed them to be involved in a small, class-based competition or a larger one and, finally, to incorporate children into designing and officiating their competitions has allowed them to understand the importance of structure and fair play as well as respecting the referees and umpires.</p> | |
| Provide opportunities for broad range of children to access Inter-School Competitions | <p>Access School Sport Partnership or Cluster organised Inter-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant</i> • <i>Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children</i> • <i>Ensure children are adequately prepared for the competitions to ensure a positive competition experience</i> <p><i>Consider how school representatives are rewarded for the achievements</i></p> | £ (Incl. in Enhanced Membership) | £ | <p>What competitions did you attend? Throughout the year: Performance category = 5 Broadening category = 3 Development category = 6</p> <p>How many different children represented the school? 138 children</p> <p>Impact – Autumn: Preparation and participation was successful with individual and group successes as well as personal achievements: -Town Cross Country: this saw an opportunity for the children that achieved highly in the school competition to then go up against and more difficult competition. This proved</p> | <p>Staff aware of all rules prior to competitive events.</p> <p>Adequate preparation provided for children to have a healthy and positive competitive experience.</p> |

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| | | | | <p>encouraging for some to race against a similar ability and more challenging for others who no longer could be placed at the top. Two children have been selected for the county championships in January. There was also an opportunity here for some Year 6s to attend as 'assistant coaches' who warmed up the children and took part in administration duties.</p> <p>-Gymnastics competition: preparation for other competitions occurred in a child's lunchtime or during the school day. Both showing a commitment to the child but also an importance put on sport by the school that preparation is important. Young leaders were also significant in their support to prepare children, for example, a group of children for their gymnastic routines.</p> <p>Impact - Spring: 3 competitions were accessed this term where at least 50% of the team were SEND. All had successes and all teams finished in the top 3 of their competitions, achieving medals and mentions in newsletters and assemblies.</p> <p>Young leaders were able to prepare these teams for their competitions at lunchtimes.</p> <p>Impact – Summer 5+6 opportunities were provided in the form of coaching across 4x year groups (240 pupils) in PE lessons as well as Balanceability, Scootability and Bikeability for 211 pupils. KS2 sports day also encompassed a wide range of activities that pupils have experiences in PE lessons but with year 4s having the first opportunity at some on that day (e.g. discuss, archery, howler, golf).</p> | |
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| Extend opportunities for children to represent their school, whilst exploring new sports and activities in a safe and friendly festival environment | <p>Access Multisport Festivals planned and delivered by Cluster host secondary school</p> <ul style="list-style-type: none"> <i>Select children who are unlikely to represent the school in other sports opportunities</i> <p><i>Select children who need the opportunity to have a positive experience of school sport and/or need to be rewarded for the their efforts in PE and/or extra-curricular clubs</i></p> | £0 (Incl. in Enhanced Membership) | £ | <p>How many children participated in a festival? Throughout the year, one class from Years 2-5 attend a multi sports festival (with the other attending the following year) and all of Year 6 attend the Spirit of the Games festival. This is 163 children.</p> <p>Impact – Autumn: the first multi sports festival was with Year 5. This was a very successful event in terms of participation, venue and the organisation of it with sports leaders involved. This event also gave the Year 5s, a cohort who will be making their secondary school application shortly, an opportunity to see part of a local school.</p> <p>Impact – Spring + Summer: Year 3, 4 and 6 have all had multi sports festivals with Year 3 being targeted for experiencing a higher range of sports in terms of target, invasion and net/wall. All had positive experiences with an opportunity to do these outside of school being of benefit.</p> | <p>SSCo continuing to provide these for KS2 as well as Year 2 next year.</p> <p>Year 3/4 having greater opportunity to participates in smaller festivals targeted at specific pupils.</p> |
| Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting | <p>Access termly School Sport Partnership or Cluster Year 3/4 Festivals</p> <ul style="list-style-type: none"> <i>Select children who need the opportunity to have a positive experience of school sport and /or need to be rewarded for their efforts in PE and /or extra-curricular clubs</i> <p><i>Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day</i></p> | £0 (Incl. in Enhanced Membership) | £ | <p>How many children participated in a festival? Throughout the year, all 58 Year 3 children will participate in a multi sports festival. This is from the 3 small sports festivals designated for Years 3/4 and the larger, class-based festival organised by the SSCO.</p> <p>One Year 4 class will participate in a multi sports festival (30 children), all 59 children will be taking part in swimming in the PE lessons in the Spring/Summer terms and all children will have the opportunity to take part in a Bikeability course in the Spring. To support the wider curriculum and their RE topic, all year 4 will also take part in a dance workshop.</p> | <p>Support children to transition into extra-curricular clubs</p> <p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</p> |

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| Provide access to transport to enable children and staff to access opportunities | Access to transport where required to take children to competitions and events | £3000 | £3200 | Consider the cost of the transport against the impact the opportunities have on the children and whole school? Alternative forms of travel are always considered and greatly welcome. Events that are located at our local sports venue (Benham) are often participated in as it is within walking distance. Another option is also to go by a staff member's car which is considered based on the child attending. | To ensure a similar amount is allocated for competitions next year |
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Accountability

It is a statutory requirement of schools to ensure that information on the use of the Primary PE and Sport Premium is available on your school website. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible.

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| Document completed by: | Rachel Coe | | | | Date: | 17/07/23 | | |
| Document updated | 03/01/22 | 21/04/23 | 17/07/23 | | | | | |

How to use & not use the funding

Schools must use the funding to make additional and sustainable improvements to the quality of the PE, sport and physical activity they provide.

This means that you must use the PE and sport premium to:

- build capacity and capability within the school to ensure that improvements made now are sustainable and will benefit pupils joining the school in future years
- develop or add to the PE, sport and physical activity that your school provides

Sustainable improvement

Making sustainable improvements should be considered as a priority. This is often achieved through developing and investing in the knowledge and skills of the teaching staff and other school staff who may have involvement in supporting a lasting change to the school's approach to physical activity, curriculum PE or provision of school sport.

Active mile

Active miles can be an effective way to make regular physical activity part of the school day. If schools choose to take part in an active mile, you should use existing playgrounds, fields, halls and sports facilities. It is not appropriate to use PE and sport premium funding to fund the cost of a specially constructed course.

What your funding should not be used for

You should not use your funding to:

- fund capital expenditure
- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - this should be funded from your core staffing budgets
- teach the minimum requirements of the national curriculum (or, in the case of academies and free schools, to teach your existing PE curriculum) - apart from top-up swimming lessons after pupils' completion of core lessons

Capital expenditure

Where schools have an existing capitalisation policy, you should use this policy to determine whether proposed spending would be considered to be capital expenditure. If a school does not have a capitalisation policy it remains for them to determine what qualifies as capital, but you might wish to use the following resources:

- local-authority-maintained schools: [consistent financial reporting framework: capital expenditure](#)
- academies: capital expenditure is defined in the [academies handbook](#) as: "capital assets or funding are those from which an entity expects to derive benefit for more than one year: typically land, buildings, vehicles and information technology. They are usually called fixed assets."

Small purchases should not be capitalised. Your school or trust should determine an appropriate (de minimis) value, below which transactions should be charged to revenue.

Accountability

You are accountable for how you use the PE and sport premium funding allocated to you. The funding must be spent for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered.

As part of their role, governors and academy trustees should monitor:

- how the funding is being spent
- how it fits into school improvement plans
- the impact it is having on pupils

Schools and local authorities must follow the terms set out in the [conditions of grant](#). If a local authority or a school fails to comply with these terms, the Secretary of State may require the repayment of the whole or any part of the premium paid to the local authority or school.

Online reporting

You must publish details of how you spend your PE and sport premium funding by 31 July 2023 at the latest.

Online reporting must clearly show:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent or will be spent before the end of the academic year
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment

- how the improvements will be sustainable in the future

You must also publish the percentage of pupils within your year 6 cohort in the 2022 to 2023 academic year who met the national curriculum requirement to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively, for example, front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations

Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school. It is essential to retain attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

Review of online reports

School online reporting will be monitored by DfE. DfE will look at a selection of schools' online reports to confirm that use of the PE and sport premium described in the report meets the requirements outlined within this guidance and the conditions of grant document.

Where concerns or discrepancies are identified the department will make contact with the school to address and investigate these fully. In the event that any concerns are confirmed, appropriate and proportionate action will be taken against the school, which may include action to recover funding from the school.

Payment dates for 2022 to 2023

Maintained schools, including PRUs and general hospitals

Maintained schools, including PRUs and general hospitals, do not receive funding directly from DfE. We give the funding to your local authority and they pass it on to you.

We give local authorities PE and sport premium funding for maintained schools in 2 separate payments. They receive:

- 7/12 of your funding allocation on 31 October 2022
- 5/12 of your funding allocation on 28 April 2023

If you are a new maintained school or if you are teaching eligible pupils for the first time in the 2022 to 2023 academic year, local authorities receive:

- 7/12 of your funding allocation on 27 February 2023
- 5/12 of your funding allocation on 28 April 2023

Academies, free schools and CTCs

We send academies (including free schools) and CTCs their PE and sport premium funding in 2 separate payments. You receive:

- 7/12 of your funding allocation on 8 November 2022
- 5/12 of your funding allocation on 2 May 2023

If you are a new academy (includes a free school) or CTC, or if you are teaching eligible pupils for the first time in the 2022 to 2023 academic year, you receive:

- 7/12 of your total funding allocation on 28 April 2023
- 5/12 of your total funding allocation on 2 May 2023

Non-maintained special schools

We send non-maintained special schools their PE and sport premium funding in 2 separate payments. You receive:

- 7/12 of your funding with the first payment you have scheduled with us after 8 November 2022
- 5/12 of your funding with the first payment you have scheduled with us after 3 May 2023