

# 2023/2024 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.

**SCHOOL**

**All Saints CEVA Primary School**

**HEAD TEACHER**

**Claire Dunstan**

**PE COORDINATOR**

**Rachel Coe**

## PE & Sport Premium: Government intent

Schools should use their PE & Sport Premium funding to make additional and sustainable improvements to the PE, sport and physical activity they provide, such as;

- funding high-quality PE and sport for at least 2 hours a week, complemented by a wide range of extracurricular sport and competitive opportunities.
- providing or improving equal access to sport for boys and girls.

## 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 2023/2024

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

### **Key outcome indicator 1: Increasing all staffs' confidence, knowledge and skills 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: Increasing engagement of all pupils in regular physical activity and sport**

- 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: Raising the profile of PE and sport across the school, to support 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: Offer a broader and more equal experience of a range of sports and physical activities 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 3:00pm to 6:00pm 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 2023/2024**

| Key priorities to date  | Key achievements & Impact   | How will these achievements be sustained or further developed in 2024/2025?  |
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| <p><b>1. Increase confidence and skills of staff in teaching PE and Sport</b></p> | <p><b>Key ACHIEVEMENTS</b><br/>Northampton Saints school development programme – taking place in April/May, this will support 4 members of staff in teaching PE, two of which are ECTs.</p> <p>Schemes of work – two schemes of work are now embedded into the curriculum, supporting all staff including 3 ECTs.</p>   | <p>Continuation of PE lessons delivered and supported by Northampton Saints.</p> <p>Continuation of the PE schemes with ongoing CPD for staff on how to effectively deliver lessons.</p> |
|   | <p><b>Impact on PARTICIPATION</b><br/>Completed in Summer 2024</p>  |  |
|   | <p><b>Impact on ATTAINMENT</b><br/>Completed in Summer 2024</p>   |  |
| <p><b>2. Engagement of all pupils in regular physical activity</b></p>            | <p><b>Key ACHIEVEMENTS</b><br/>Wednesday free club offer – for Year 1-6 pupils, a club has been offered for free, led by the school's club provider and funded by Sports Premium.</p>   | <p>Continuation of a few club per term. Pupil on how to select.</p>  |
|   | <p><b>Impact on PARTICIPATION</b><br/>Up to April 2024 = 174 children have participated in the free club</p> <p>Using the school's active register, the club's range of activities so far has not only reached the children that are already active and taking part in clubs but has encouraged participation of 'less active' children and those that have not participated in clubs in the school before. SEND (58%) and PP (61%) participation rates are also high. A significant increase in girls participation from last year has also been noted with some year groups having a 50/50 split of boys and girls.</p> |  |

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|   | <p><b>Impact on ATTAINMENT</b><br/>Completed in Summer 2024</p>   |  |
| <p><b>3. Profile of PE and sport is raised across the school as a tool for whole-school improvement</b></p> | <p><b>Key ACHIEVEMENTS</b><br/>Swimming – Began to be offered to Year 4 as well as Year 5 from 2022/23. Therefore, this year’s Year 5 cohort had already participated in one year of swimming.</p> <p>Young leaders – supporting and leading clubs as well as the Olympics Campaign 2024.</p> <p>Year 5 and 6 Young leaders have been supporting EYFS and KS1 children at lunchtimes with the aim of playing fairly and increased activity during these times.</p> <p>Year 5 and 6 Young leaders have been supporting or leading sports clubs at lunchtimes, raising the profile of activity and certain sports as well as the role of a young leader themselves.</p>       | <p>Swimming – continued to be provided to two year groups (Year 4 &amp; 5)</p> <p>Young Leaders – continued within the PE curriculum</p> |
|   | <p><b>Impact on PARTICIPATION</b><br/>Swimming – Year 5 confidence and participation overall was high, children showed enthusiasm and motivation and were aware of their expectations.</p> <p>All EYFS children have an opportunity to experience the games delivered by the young leaders on a rota. This has been designed by the EYFS team in order to understand the importance of rules and play fairly with the aim of seeing empathy and fairer play within a classroom environment.</p> <p>Year 1 and 2 have the opportunity to take part in activities, led by Young Leaders and learnt during training from Northamptonshire Sport and during the PE lessons.</p> |  |
|   | <p><b>Impact on ATTAINMENT</b><br/>Swimming – instructor commented on how much Year 5 group had improved since Year 4 with over 20% of children now participating in private swimming lessons. Data has significantly improved compared to previous years which will be shown in 2024/25 report.</p>  |  |
|   | <p>Other areas completed in Summer 2024</p>   |  |
| <p><b>4. Broader experience of a range of sports</b></p>  | <p><b>Key ACHIEVEMENTS</b></p>  |  |

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| <p><b>and activities offered to all pupils</b></p>            | <p>PE Curriculum – provides opportunities in well-known sports (such as tennis and netball) to lesser-known (such as Archery, Seated Volleyball, Boccia, Kurling and Table Tennis).</p> <p>PE clubs – offer a variety of clubs which remain constant throughout the year (such as dance and dodgeball) as well as ones that rotate (basketball, girls/boys football, table tennis, archery)</p> <p>Competition – children take part in a broad range of sports (such as Kurling and Archery)</p> <p><b>Impact on PARTICIPATION</b><br/>PE curriculum – some children with an aversion to PE before expressed an enjoyment for the games that they haven't associated with PE &amp; Sport before, such as Kurling and Boccia.</p> <p>PE Clubs – free Archery club offered to Year 1-6 children on a Wednesday. First Wednesday club that became full for all year groups with many more on the waiting list.</p> <p>Competition – during preparation for such events offering a broader experience, other children become interested and show the enthusiasm to participate. This occurred during Kurling with a free club to be offered by Young Leaders in Summer 1.</p> <p><b>Impact on ATTAINMENT</b><br/>Completed in Summer 2024</p> |  |
| <p><b>5. Increased participation in competitive sport</b></p> | <p><b>Key ACHIEVEMENTS</b><br/>Completed in Summer 2024</p> <p><b>Impact on PARTICIPATION</b><br/>Completed in Summer 2024</p> <p><b>Impact on ATTAINMENT</b><br/>Completed in Summer 2024</p>  |  |

## 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 |           |           |           |   |
|---|-------------------------------|-----------|-----------|-----------|---|
|   | 2019/2020                     | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024                               |
| Swim competently, confidently and proficiently over a distance of at least 25 metres  | 67%                           | 69%       | 58%       | 56%       | 51%                                     |
| Use a range of strokes effectively; front crawl, backstroke and breaststroke  | 67%                           | 69%       | 58%       | 56%       | 51%                                     |
| Perform safe self-rescue in different water-based situations  | N/A                           | 19%       | n/a       | 100%      | 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. <b>Have you used any funding for this purpose?</b> | Yes                           | Yes       | No        | Yes       | Yes<br>(impact of this seen in 2024/25) |

## PE & Sport Premium: Development Plan

| 2023/2024 Funding<br>Must be allocated and spent in full by 31 <sup>st</sup> July 2024   | <b>£16,000 + £10 per pupil (Year 1 – Year 6)</b><br><b>£19570</b> |                            | <b>SUB TOTAL</b>  |  |
|--|---|----------------------------|---|--|
| <b>Key outcome indicator 1:</b> Increasing all staffs' confidence, knowledge and skills in teaching PE and sport                     | <b>Planned Expenditure:</b><br><b>% of total allocation:</b>      | <i>£5000</i><br><i>26%</i> | <b>Actual expenditure:</b><br><b>% of total allocation:</b> |  |
| <b>Key outcome indicator 2:</b> Increasing engagement of all pupils in regular physical activity and sport                           | <b>Planned Expenditure:</b><br><b>% of total allocation:</b>      | <i>£2400</i><br><i>12%</i> | <b>Actual expenditure:</b><br><b>% of total allocation:</b> |  |
| <b>Key outcome indicator 3:</b> Raising the profile of PE and sport across the school, to support whole school improvement           | <b>Planned Expenditure:</b><br><b>% of total allocation:</b>      | <i>£3750</i><br><i>19%</i> | <b>Actual expenditure:</b><br><b>% of total allocation:</b> |  |
| <b>Key outcome indicator 4:</b> Offer a broader and more equal experience of a range of sports and physical activities to all pupils | <b>Planned Expenditure:</b><br><b>% of total allocation:</b>      | <i>£1400</i><br><i>7%</i>  | <b>Actual expenditure:</b><br><b>% of total allocation:</b> |  |

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| <b>Key outcome indicator 5:</b> Increased participation in competitive sport | <b>Planned Expenditure:<br/>% of total allocation:</b> | <i>£7000<br/>36%</i> | <b>Actual expenditure:<br/>% of total allocation:</b> |  |
|  |  | <i>£19550</i>        |   |  |

### Key outcome indicator 1: Increasing all staffs' confidence, knowledge and skills in teaching PE and sport

| INTENT   | IMPLEMENTATION  |   |                       | IMPACT   |  |
|--|---|---|-----------------------|--|--|
| <b>Objective/intended impact</b><br>What do you want to achieve?                             | <b>Actions to achieve Outcome</b><br>What do you need to do to achieve your intentions?   | <b>Planned funding</b>  | <b>Actual funding</b> | <b>Outcome</b><br><i>What have you achieved?<br/>How many people have benefited?<br/>What is the impact on pupils/whole school?</i>  | <b>Sustainability / Next Steps</b><br><i>How will this outcome be sustained or further developed in 2022/2023?</i>           |
| 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"> <li>Staff to identify areas of training needs</li> <li>Appropriate internal or external training and/or resources to be identified and sourced</li> </ul>   | £4500<br><br>(Scheme of Work renewal, PE lead management time, sports coaches and equipment purchase) | £                     | <p>What training opportunities were accessed by staff?<br/>September staff meeting highlighted how PE &amp; Sport is shown in school and introduced new staff to PE schemes.</p> <p>All class teachers deliver PE lessons, receiving support through observing others and time with PE lead where necessary. Curriculum map identifies key skills taught with individual lesson plans.</p> <p>PE staff meetings occur 3 times a year with a focus on the curriculum, assessment and delivering healthy competition.</p> <p><b>IMPACT – completed Summer 2024</b></p> |  |
| Understand the local, regional and national PE, school sport and physical activity landscape | 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<br><i>Register with organisations considered experts within the field of PE, school sport and physical activity i.e. School Games, Youth</i> | £500<br>(A-life workshop)   | £                     | <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"> <li>Sport Relief (February/March)</li> </ul>   | Continue the Enhanced School partnership with Northamptonshire Sport which will enable various links with secondary schools. |

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|  | <p><i>Sport Trust, Sport England, Northamptonshire Sport, AfPE</i></p> |  |  | <ul style="list-style-type: none"> <li>• Walk This May! (May)</li> <li>• Paris Olympics (June/July)</li> </ul> <p>School is associated with the follow organisations:</p> <ul style="list-style-type: none"> <li>• Northamptonshire Sport</li> <li>• Youth Sports Trust</li> <li>• AfPE</li> <li>• A-Life</li> </ul> <p>School has strong links with the following clubs:</p> <ul style="list-style-type: none"> <li>• Freestyle Group</li> <li>• Northampton Saints</li> <li>• Premier Tennis</li> <li>• Aqualight Swimming</li> <li>• Northamptonshire Cricket</li> </ul> <p>School has strong secondary school links with:</p> <ul style="list-style-type: none"> <li>• Kingsthorpe College</li> <li>• Northampton School for Girls</li> </ul> <p><b>IMPACT:</b><br/> All KS2 children (240) have participated in a community link, participating in a Tennis day with an active sessions and assembly by Premier Tennis, raising activity levels and club awareness.<br/> - 2x year groups (120 children) will receive coaching from outside agencies in PE lessons by the end of the year.</p> |  |
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|  |  |  |  | <ul style="list-style-type: none"> <li>- 2x year groups (120 children) will receive swimming lessons.</li> <li>- 180 children will visit a secondary school for a multi sports festival by the end of the year.</li> <li>- Year 6 (60 children) have taken part in a health and fitness workshop, provided by A-Life linked to their Science unit</li> <li>- 12 children, members of the Junior Leadership Team, are responsible for delivering Comic Relief Day with all of the school participating</li> <li>- 12 children, young leader members, will be responsible for delivering the Walk This May! campaign</li> <li>- Approximately 20 children will be responsible for delivering the Paris Olympics campaign</li> <li>- Year 5 (60 children) take part in a sports festival with local secondary, providing an opportunity to visit the school and meet some staff before making their secondary choices several months later.</li> </ul> |  |
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**Key outcome indicator 2: Increasing engagement of all pupils in regular physical activity and sport**

| INTENT   |  | IMPLEMENTATION  |                |  | IMPACT  |  |
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| Objective/intended impact<br><i>What do you want to achieve?</i>   | Actions to achieve Outcome<br><i>What do you need to do to achieve your intentions?</i>  | Planned funding | Actual funding | Outcome<br><i>What have you achieved?<br/>How many people have benefited?<br/>What is the impact on pupils/whole school?</i>                             | Sustainability / Next Steps<br><i>How will this outcome be sustained or further developed in 2022/2023?</i> |  |
| Have tailored opportunities that attract children who are least active 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"> <li>• <i>How will children be encouraged &amp; rewarded for participation</i></li> </ul> | £1200           | £              | Change4Life participation<br>Up to April 2024 – 56 children (90 children to the end of the year) from Years 1-6<br><br>Free Wednesday club participation | Change4Life – cooking/healthy eating opportunity (DT lead / PP funded)                                      |  |

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|   | <ul style="list-style-type: none"> <li>• <i>Appropriate and committed staff</i></li> <li>• <i>Deployment of young leaders</i></li> <li>• <i>When will it be delivered?</i></li> </ul> <p><i>Could it be delivered virtually, and home based?</i></p>   |             |          | <p>Up to April 2024 – 174 children (Up to 234 children by the end of the year from Years 1-6)</p> <p>IMPACT: Change4Life club has been largely centred around friendships so far this year as well as instilling confidence. Feedback from club has been that children like the variety of activities, the circle time as well as getting to know their classmates more and understanding their feelings.</p> <p>IMPACT: Free Wednesday club - using the school's active register, the club's range of activities so far has not only reached the children that are already active and taking part in clubs but has encouraged participation of 'less active' children and those that have not participated in clubs in the school before. SEND (58%) and PP (62%) participation rates are also high.</p> |   |
| <p>Review physical activity time and intensity levels across the curriculum timetable</p> | <p>Use a visual tool to demonstrate to staff when during the day children are inactive</p> <ul style="list-style-type: none"> <li>• <i>PE Coordinator to assist teachers to produce a Heat Map for their class</i></li> <li>• <i>PE Coordinator to review the Heat Map with the class teacher</i></li> <li>• <i>PE Coordinator and class teacher to consider and embed new ways of delivering aspects of the curriculum in a more physically active way</i></li> </ul> | <p>£400</p> | <p>£</p> | <p>Spring = equipment purchased to increase intensity levels at lunchtimes. Young leaders from Year 5 and 6 are also organised to deliver and support activities with EYFS and KS1.</p> <p>Cardo drumming available for all year groups with equipment purchased. An active, classroom-based activity to support motor skills and hand eye coordination as</p>  | <p>SLT understand and value the tool and encourage staff to undertake on a termly basis</p> <p>Timetable review – ensure 2 hours of PE is delivered per week.</p> |

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|  |  |  |  | <p>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.</p> <p>Children in Years 3-6 expressed longer for PE since the timetable review and changes have been implemented (Jan 2024)</p> |  |
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**Key outcome indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement**

| INTENT   |  | IMPLEMENTATION  |                | IMPACT  |  |
|--|--|-----------------|----------------|---|--|
| Objective/intended impact<br><i>What do you want to achieve?</i> | Actions to achieve Outcome<br><i>What do you need to do to achieve your intentions?</i>  | Planned funding | Actual funding | Outcome<br><i>What have you achieved?<br/>How many people have benefited?<br/>What is the impact on pupils/whole school?</i>  | Sustainability / Next Steps<br><i>How will this outcome be sustained or further developed in 2022/2023?</i>  |
| 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> | £3,750          | £              | <p>What has the school gained by being an SSP Enhanced School?<br/>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</p> | Internally review and evaluate the school's engagement against the outcomes of the programme – what have been the school's greatest achievements, could these outcomes be gained by other means? |

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|  |  |  | <p>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 + Spring 1 – 168 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 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 5 young leaders (and previous</p> |  |
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|   |   |                                      |    | <p>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 3rd individually from over 70 competitors.</p> <p><b>Impact – Spring 2 + Summer Completed Summer 2024</b></p>   |                                 |
| Achieve Gold/Platinum School Games Mark Award   | <p>Use the 2023/2024 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"> <li>• <i>Collect necessary evidence throughout the year</i></li> <li>• <i>Share scheme with all staff and ask for their support to achieve desired award level</i></li> <li>• <i>Use the mid-term review to evaluate what still needs to be embedded</i></li> </ul> | £0                                   | £0 | <p>Platinum Award received 2022/23 and continues for 2023/24</p> <p>All competitions (in and out of school) as well as festivals logged on School Games Dashboard.</p>  | Continuation of Platinum Status |
| 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<br>(Incl. in Enhanced Membership) | £  | <p>How many young people have accessed core leadership training?<br/>30 children with all 60 receiving lessons 1-6 in Autumn 2 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> <ul style="list-style-type: none"> <li>- Support clubs already embedded</li> <li>- Provide and lead clubs for selected children (certain year groups) or on a first-come first-serve basis</li> <li>- Support EYFS children in playing games fairly at lunchtimes (initiated by EYFS team)</li> </ul> | Continuation of Young Leaders   |

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|   |   |    |   | <ul style="list-style-type: none"> <li>- Provide and lead KS1 children in games at lunchtime</li> <li>- Deliver various campaigns – Comic Relief, Walk This May! and Paris Olympics</li> <li>- Support and lead parts of EYFS Sports Day</li> <li>- Organise and lead KS1 Sports Day</li> </ul> <p>IMPACT: The young leader programme provides a sense of belonging and feeling of making a difference. Children who have a keen interest in sport as well as those who show a flair for leadership can thrive in situations as well as show empathy to staff for what it takes to organise and lead a group.</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"> <li>• <i>How young leaders will be recruited fairly</i></li> <li>• <i>How the meetings will be structured and items to be discussed – can there be a 2-way process with the main school council?</i></li> </ul> | £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 &amp; 6 children will be selected after applying for the position.</p> <p><b>Completed in Summer 2024 (after young leaders' conference and to create a focus)</b></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"> <li>• <i>Use a noticeboard and/or school digital system to publicly share success from within and outside of school</i></li> <li>• <i>Use social media to highlight school sport success and progress within PE</i></li> </ul>                             | £0 | £ | <p>Sport is celebrated in worships and through sports newsletters, provided by the school communication app (soon to do so via social media). This can range to an outcome from a competition to a success in a PE lesson or support given to prepare for something.</p>  |  |

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|  | <ul style="list-style-type: none"> <li>Consider how the School Games Values or school values could be used to reward behaviours</li> </ul> |  |  | <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 –<br/><b>Completed Summer 2024</b></p> |  |
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**Key outcome indicator 4:** Offer a broader and more equal experience of a range of sports and physical activities to all pupils

| INTENT  |   | IMPLEMENTATION  |                | IMPACT  |  |
|---|---|-----------------|----------------|---|--|
| Objective/intended impact<br>What do you want to achieve? | Actions to achieve Outcome<br>What do you need to do to achieve your intentions?  | Planned funding | Actual funding | Outcome<br>What have you achieved?<br>How many people have benefited?<br>What is the impact on pupils/whole school?   | Sustainability / Next Steps<br>How will this outcome be sustained or further developed in 2022/2023?   |
| Offer a diverse and needs led extra-curricular programme  | <p>Within the limits of your school policy and structure, promote an inclusive extra-curricular timetable</p> <ul style="list-style-type: none"> <li>Review success and attendance of opportunities in the previous academic year</li> <li>Allow children to have a voice and influence what is offered</li> <li>Explore and evaluate the costs and benefits of using external providers</li> <li>Thoroughly check for appropriate qualifications and experience before deploying external providers</li> <li>Explore internal opportunities to provide training to upskill staff to lead on clubs</li> </ul> | £1400           | £              | <p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)?<br/>206/353 children = 58%</p> <p>What were the percentages of girls and boys, and years groups represented within the clubs?<br/>AUTUMN + SPRING<br/>Year 1<br/>28/53 = 53% (19g = 68% 9b = 32%)<br/>Year 2:<br/>34/60 57% (17g = 50% 17b = 50%)<br/>Year 3:<br/>38/60 63% (12g = 32% 26b = 62%)<br/>Year 4:<br/>29/60 48% (12g = 41%, 17b = 59%)<br/>Year 5:<br/>27/60 45% (10g = 37% 17b = 63%)</p> | <p>Continue to use Sports Premium to provide free clubs on at least one day.</p> <p>Look at the cohorts which have a large imbalance of girl:boy ratio participation rates (Year 4 and 5 2025/25) and provide opportunities to motivate participation.</p> |

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|  |   |                                |   | <p>Year 6:<br/>24/60 40% (12g = 50%, 12b = 50%)</p> <p>Which clubs were the most popular?<br/>Free clubs = Archery (Year 1-6), Girls football (Years 4-6), Hockey (Year 3/4)</p> <p>How did the children benefit from this provision?<br/><b>Completed in Summer 2024</b></p>  |  |
| 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"> <li>Consider links to clubs where the sport is either popular within school or attendance at clubs is high</li> <li>Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards</li> <li>Consider how the relationship can be reciprocal</li> </ul> | £0<br>(costs in other sectors) | £ | <p>What clubs have you developed links with?<br/>Freestyle Group<br/>Northampton Saints<br/>Premier Tennis<br/>Northamptonshire CCC<br/>Aqualight Swimming<br/>Outspoken Training<br/>Forest School</p> <p>Why were these links chosen?<br/>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– PE lesson support: the club has provided high quality coaches to support PE lessons for the last 3 years in Years 2 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>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>Premier Tennis – workshop: offering a day of across the school to promote the sport and clubs. Beneficial for Year 3 and 6 in particular who will be participating in tennis in PE lessons and Year 4 who will be doing it competitively.</p> <p>Aqualight Swimming – PE lessons: having used the Aqualight facilities for over 8 years, due to Northamptonshire withdrawing their swimming funding last year, we now use the Aqualight swimming coaches.</p> <p>Outspoken Training – Bikeability and Balance training: these skills as well as knowledge provided ensure the children stay safe on paths, roads and around. Participation in Year 4 and Year 6 is voluntary.</p> <ul style="list-style-type: none"> <li>- Year 4 for the Level 1 training (24 children participating in April)</li> <li>- Year 6 for the Level training (26 children participating in July)</li> <li>- Balance Training to all of EYFS (43 children).</li> </ul> <p>Forest School: From the Summer term, a trained member of staff will be providing weekly forest school activities to groups of children in our designated school space. The children will participate in a range of outdoor activities to improve awareness of the outdoors.</p> <p>Impact –</p> |
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|  |   |                                     |   | <b>Completed Summer 2024</b>   |  |
| 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"> <li>Identify a cohort of children who meet the outlined criteria</li> <li>Identify a member of staff to support and accompany the children</li> <li>Celebrate the achievements of these children within school and with their families</li> </ul>             | £<br>(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 –</p> <p><b>Completed Summer 2024</b></p> | Staff to continue to track progress in identified learning areas   |
| Provide opportunities for children identified as Able & Talented to access higher level learning opportunities   | <p>Support children to access an SSP organised Able &amp; Talented Multiskill Academy</p> <ul style="list-style-type: none"> <li>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</li> <li>Staff to track children participation and progress</li> </ul> | £<br>(Incl. in Enhanced Membership) | £ | <p>How many children accessed the Able &amp; Talented Multiskill Academy? 6 children selected for the programme in Years 4-6 (2 per year group)</p> <p>Impact –</p> <p><b>Completed Summer 2024</b></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> |

### Key outcome indicator 5: Increased participation in competitive sport

| INTENT  |   | IMPLEMENTATION                      |                | IMPACT  |  |
|---|---|-------------------------------------|----------------|---|--|
| Objective/intended impact<br>What do you want to achieve?                       | Actions to achieve Outcome<br>What do you need to do to achieve your intentions?                                    | Planned funding                     | Actual funding | Outcome<br>What have you achieved?<br>How many people have benefited?<br>What is the impact on pupils/whole school? | Sustainability / Next Steps<br>How will this outcome be sustained or further developed in 2022/2023? |
| Provide opportunities for children with SEND to access appropriate competitions | Identify children with SEND and consider their disability before providing competitive opportunities in mainstream, | £<br>(Incl. in Enhanced Membership) | £              | How many children with SEND accessed<br>Intra-School competitions: All children in Years 2-6 access intra           | Incorporate inclusive sports into core curriculum lessons  |

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|  | <p>Inclusive, Project ability or Intra-School competitions</p> |  | <p>competitions (including 47 SEND children)</p> <p>Inter-School competitions:<br/>AUTUMN<br/>Level 2 competitions = 8 children<br/>Multi sports festivals = 26 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<br/>Level 2 competitions = 6<br/>Multi sports festivals = 22</p> <p>Impact: A group of children took part in an Archery competition. The children prepared for this event through Year 5 Young Leaders, with one child gaining a great amount of confidence from this and gaining an increasing awareness of their accomplishments. This child had a positive competitive</p> | <p>Provide opportunities for children with SEND to undertake leadership training</p> |
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|  |   |   |   | <p>experience, received the Shining Star Award as well as having an individual place of 3<sup>rd</sup> overall. The child has received a place in the Archery club for next term,</p> <p>SUMMER<br/>Level 2 competitions =<br/>Multi sports festivals =<br/><b>Completed Summer 2024</b></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"> <li>• <i>Design a format to ensure all children are enthused to participate</i></li> <li>• <i>Consider including personal challenges to encourage healthy competition</i></li> <li>• <i>Upskill and deploy a cohort of young leaders</i></li> <li>• <i>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</i></li> </ul> | £ | £ | <p>How many children participated in the School Games Day?</p> <p>How did the School Games Day conclude a year-round programme of PE and school sport?</p> <p>What does this day mean to the children?</p> <p>How do you ensure the event is inclusive?</p> <p><b>Completed Summer 2024</b></p>  | <p>Evaluate the success of the event</p> <ul style="list-style-type: none"> <li>• Ease of planning and delivering</li> <li>• Feedback from parents, staff and children</li> </ul>   |
| 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"> <li>• <i>Ensure activities are School Games compliant</i></li> <li>• <i>Deploy young leaders and/or staff to facilitate the opportunities</i></li> <li>• <i>Consider how these competitions could be linked to whole school house systems</i></li> </ul>  | £ | £ | <p>How many children participated? All children participate in personal challenges as part of the PE curriculum with a particular focus on LKS2.</p> <p>How and when did you provide the opportunities? 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"> <li>• <i>Ensure activities are School Games compliant – consider accessing NSport resources</i></li> </ul>   | £ | £ | <p>How many children participated in at least one Intra-School competition? All children in Years 2-6 participate in this level of competition and is linked to our curriculum. This involves 282</p>  | <p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future</p>  |

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|   | <ul style="list-style-type: none"> <li>• <i>Deploy young leaders and/or staff to facilitate the opportunities</i></li> <li>• <i>Consider how these competitions could be linked to whole school house systems</i></li> </ul> |                                     |   | <p>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 for designing and officiating these competitions.</p> <p>Impact – the decision to change the structure of the competitions last year has been decided to give the child a positive competitive opportunity, reflected in a recent pupil voice (January 2024).</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 | Access School Sport Partnership or Cluster organised Inter-School competitions   | £<br>(Incl. in Enhanced Membership) | £ | <p>What competitions did you attend?</p> <p>Throughout the year:<br/>Performance category = 4</p>   |  |

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|   | <ul style="list-style-type: none"> <li>• <i>Ensure activities are School Games compliant</i></li> <li>• <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></li> <li>• <i>Ensure children are adequately prepared for the competitions to ensure a positive competition experience</i></li> <li>• <i>Consider how school representatives are rewarded for the achievements</i></li> </ul> |   |          | <p>Broadening category = 6<br/>Development category = 7</p> <p>Impact –<br/><b>Completed Summer 2024</b><br/>How many different children represented the school?</p>  |  |
| <p>Provide opportunities for children to adequately prepare for Inter-School competitions</p> | <p>Access pre-Inter School Games competition practice sessions</p> <ul style="list-style-type: none"> <li>• <i>Consider the team selection and the competition eligibility</i></li> <li>• <i>Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school</i></li> <li>• <i>Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children</i></li> </ul>                                   | <p>£<br/>(Incl. in Enhanced Membership)</p> | <p>£</p> | <p>Previous competitors, staff and young leaders prepare children for competitions. Such examples being:</p> <p>-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 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 were selected for the county championships in January with one qualifying for the National Championships.</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</p> |  |

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|   |   |                                     |   | <p>prepare children, for example, a group of children for their gymnastic routines.</p> <p>-Kurling competition: The Year 5 squad were coached by a staff member and then, using their newly acquired knowledge and existing Young Leader training, were tasked with coaching the Year 2 squad for a similar competition.</p> <p>-Hockey Competition: an open invitation hockey club was set up for Year 3 and 4 children whereby a group of children were then selected to take part in the hockey competition. Children were familiar with the sport, equipment and skills having practised in their club as well as participating in a practice session organised by Northamptonshire Sport.<br/><i>Competition to follow.</i></p> |   |
| 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"> <li><i>Select children who are unlikely to represent the school in other sports opportunities</i></li> <li><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></li> </ul> | £<br>(Incl. in Enhanced Membership) | £ | <p><i>How many children participated in a festival?</i></p> <p>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 180 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</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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|   |  |                                     |   | secondary school application shortly, an opportunity to see part of a local school.  |   |
| 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"> <li>• <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></li> <li>• <i>Consider accessing all or some of the festivals available; Flag Football, Dodgeball &amp; OAA</i></li> </ul> | £<br>(Incl. in Enhanced Membership) | £ | <p><b>How many children participated in a festival?</b> Throughout the year, all 60 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) with other groups of Year 4 children also participating in multisports festivals, all 60 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 3 will also take part in a Yoga workshop.</p> <p>IMPACT – all of Year 3 will be taking part in a sports activity outside of the school grounds over the year. Most of Year 4 will</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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|   |  |                                     |   | be completing the same outcome (with those that have not been selected, having taken part in an activity last year as well as doing so next year).   |  |
| Provide access to supply cover and transport to enable children and staff to access opportunities <b>(including swimming and multi sports events)</b> | Access to transport where required to take children to competitions and events | £5000 (transport)<br>£2000 (supply) | £ | Consider the cost of the transport against the impact the opportunities have on the children and whole school?<br>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 |

## 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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| <b>Document completed by:</b> | Rachel Coe | <b>Date:</b> | 20-02-24 |
| <b>Document updated</b>       | 20-02-24   |              |          |

## How to use & not use the funding

**Schools must spend the PE and sport premium funding in full within the academic year it has been allocated for.** Funding should not be allocated to only benefit a certain year group.

Schools cannot roll over any unused funding into the following academic year. They must spend the funding before 31<sup>st</sup> July 2024 so it can be accounted for in:

- the school's published online report
- the new digital PE and sport premium reporting tool (once in place)

Any use of the PE and sport premium must be in accordance with the terms outlined in the [conditions of grant](#) document. This means schools 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.

### **Continued professional development**

Schools should see the continued professional development (CPD) of teachers as a key priority to make sure that the future quality of the teaching of PE, sport and physical activity is sustainable. This includes providing staff with:

- professional development
- mentoring
- appropriate training
- access to external resources

We recommend that schools use established quality assured local, regional and national subject-specific and suitably qualified CPD providers. Schools should monitor and assess the effectiveness of the CPD being provided to make sure that it is up to standard.

### **Other effective ways to use the premium**

Schools can also:

- embed physical activity into the school day by encouraging active travel to and from school and having active break times.
- provide targeted activities or support to involve and encourage the least active children.
- help to provide equal access for all pupils to the range of sports and physical activities that the school offers.

Schools can also use the PE and sport premium to raise attainment in primary school swimming and water safety by funding top-up swimming sessions for those pupils that do not meet national curriculum requirements after they've completed core swimming lessons.

### **Use of external coaches**

Schools may wish to engage the expertise of external coaches to offer their pupils a wider variety of sports. Governing bodies, trustees or proprietors should seek assurance that providers have appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

We do not expect:

- these coaches to replace the need for the primary teaching staff.
- schools to use the grant to fund annually repeated coach-led initiatives.

### **Sustainable improvements**

Achieving sustainable outcomes is key to any spending of the PE and sport premium. Before making any decision on what the funding should be used for, schools (in particular, governors and trustees) should consider how the spending will benefit future pupils and what the lasting legacy of this

spending will be. Schools should focus their efforts on upskilling the whole staff workforce so that they feel confident and able to lead a PE lesson independently.

### **What your funding should not be used for**

You should not use your funding to:

- capital expenditure (except for goods within the de minimis value for purchases set by the school).
- employing coaches or specialist teachers to cover planning preparation and assessment arrangements (this should be funded from the school's core staffing budgets)
- teaching the minimum requirements of the national curriculum or, for academies, the existing PE curriculum – apart from top-up swimming lessons after pupils have completed core lessons. Teaching the curriculum should be funded through the school's core funding
- buying services that will be delivered or used in following academic years (this includes paying for invoices and subscriptions in advance)
- buying staff PE kit

### **Examples of what comes under capital expenditure include:**

- multi-use games areas and Daily Mile tracks
- Forest School environments and Trim Trails
- buying vehicles
- fixed playground equipment, such as climbing frames
- trophy cabinets or similar

### **Examples of what schools should pay for from their staffing budget include:**

- subsidising core staffing, such as PE subject leaders or external coaches who are engaged in repeated annual initiatives
- funding the cost of a teaching assistant or apprentice to deliver PE lessons instead of primary teaching staff

Schools receive separate funding for the national PE curriculum. An example that falls under this is swimming and water safety lessons and any associated costs, other than additional top-up lessons for pupils who have not been able to meet the national curriculum requirements.

## **Capital expenditure**

Schools can only use PE and sport premium funding for revenue expenditure. If you're not sure whether a particular cost can be classified as revenue expenditure, ask for local professional advice. We cannot provide individual advice on this.

Capital expenditure for the purposes of this grant funding is defined as: 'The purchase of an asset (tangible or intangible), or expenditure which adds to/enhances and not merely maintains the value of an existing asset.'

For expenditure to be treated as capital, the asset must:

- be used for more than one year
- be above the school's (local authority's or trust's) de minimis threshold for recognition of assets to its balance sheet - this can include:
  - i. individual assets worth over the de minimis threshold
  - ii. grouped assets, that is assets of a similar nature that the school buys at the same time, which cost more than the de minimis threshold
  - iii. bulked assets, for example a bulk purchase of equipment where the value of the individual item is below the set value, which cost more overall than the de minimis threshold
- increase the useful life, performance or value of the asset

If the spending would trigger asset recognition for the school or local authority, under your own local accounting policy, the spending would not be eligible to be funded through this grant.

Schools can use grant funds to maintain existing assets because the funding can be used towards maintenance costs. For example, repainting lines on the playground is allowable as the playground should already be recognised as an asset, and the cost of repainting lines on it is a revenue maintenance cost.

## Accountability

Schools are accountable for how they use the PE and sport premium funding allocated to them. The school's senior leadership team should make sure that the funding is spent for the purpose it has been provided - that is 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 and determine how it fits into school improvement plans and assess the impact it is having on pupils.

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

As part of the [conditions of grant](#), schools must publish a report detailing how they have spent their PE and sport premium funding allocation on their school website by 31<sup>st</sup> July 2024.

Reports must include:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent, including justifying any additional costs incurred and describing:
  - i. the measurable impact that the school has seen on pupils' PE attainment, physical activity and sport participation due to the spending
  - ii. how the spend will be sustainable in the future

Schools must also publish the percentage of pupils within its year 6 cohort in the 2023 to 2024 academic year who met the national curriculum swimming and water safety requirements. We collect this as part of a school's PE and sport premium reporting requirements even though the funding can only be used to provide additional support for pupils failing to meet the curriculum standards.

Schools should provide attainment data for year 6 pupils from their most recent swimming lessons. This may be data from previous years, depending on the swimming programme at the school. Schools must keep attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

To help schools plan, monitor and report on the impact of their spending, partners in the PE and school sport sector have developed a planning tool and a recording template. These are on the [Association for PE](#) and [Youth Sport Trust](#) websites. We recommend that schools use these to plan and record how they use the PE and sport premium throughout the year, to be ready to publish the report at the end of the school year.

## Online reporting

Schools **must** publish a report detailing how they have spent their PE and sport premium funding allocation on their school website by 31 July 2024.

Reports must include:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent, including justifying any additional costs incurred
  - i. including the measurable impact that the school has seen on pupils' PE attainment, physical activity, and sport participation due to the spending; and

ii. showcasing how the spend will be sustainable in the future.

Schools **must** also publish the percentage of pupils within its year 6 cohort in the 2023 to 2024 academic year who met the national curriculum swimming and water safety requirements.

The department will review the reports of a selection of schools to assess whether their PE and sport premium spending is compliant with the terms set out within this document.

### **Review of online reports**

DfE will continue to monitor published reports. They will look at a selection of reports to confirm that the use of the PE and sport premium described in the report meets the requirements outlined within this guidance and the [conditions of grant](#) document.

If the DfE identify concerns or discrepancies, we'll contact the school to address and investigate these fully. If any concerns are confirmed, we'll take appropriate and proportionate action against the school, which may include action to recover funding.

## **Payment dates for 2023 to 2024**

### **Maintained schools**

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<sup>st</sup> October 2023
- 5/12 of your funding allocation on 30<sup>th</sup> April 2024

### **Academies**

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<sup>th</sup> November 2023
- 5/12 of your funding allocation on 8<sup>th</sup> May 2024

### **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 18<sup>th</sup> December 2023
- 5/12 of your funding with the first payment you have scheduled with us after 18<sup>th</sup> April 2024

## **Further guidance**

- [Gov.uk](#) - PE and sport premium for primary schools
- [Youth Sport Trust](#) - primary PE and sport premium
- [Association for PE](#) - advice on the PE premium
- [Sport England](#) - advice on using the PE and sport premium effectively
- [Swim England](#) - advice and resources on primary school swimming and water safety
- [DfE teacher blog](#) - best practice examples of how schools are using their premium effectively

- [National Governance Association guidance](#) - use of the PE and sport premium and how governing boards can influence and support the planning and delivery of PE, as well as physical activity and sport, and monitor the impact
- [Active Partnership](#) - further advice on how best to use the PE and sport premium