

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?
<p>1. Increase confidence and skills of staff in teaching PE and Sport</p>	<p>Key ACHIEVEMENTS</p> <p>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>Swimming provided for 2 terms for 4 staff, 2 of which had not had this experience before (including one ECT).</p>	<p>Continuation of PE lessons delivered and supported by Northampton Saints.</p> <p>Continuation of one PE scheme used across the curriculum where staff have expressed more confidence with.</p> <p>CPD offered throughout year for any staff (one new staff member in September 2024).</p>
	<p>Impact on PARTICIPATION</p> <p>A successful term of Tag Rugby was had led by Northampton Saints School Development coaches. The children enjoyed the experience and staff were able to receive continual professional development from the experience. 120 children participated in this.</p> <p>120 children took part in swimming this year. Two members of staff had their first experience of observing swimming instructors as well as leading a group themselves. Another member of staff, who had previous experience, became familiar with the new scheme of work used provided by the English School Swimming Association.</p>	
	<p>Impact on ATTAINMENT</p> <p>Some children were more enthused and inspired by PE in this term due to the higher profile of Sport due to the role that the coaches had and the uniform they wore. The coaches were valuable role models to the children.</p>	

	<p>Some children, who had low participation previously, participated more in the Tag Ruby.</p> <p>Year 5 children, who had participated in swimming in the previous year, quickly made progress. Some children moved groups based on their progress and all were more confident in the water, developing their stroke technique.</p>	
<p>2. Engagement of all pupils in regular physical activity</p>	<p>Key ACHIEVEMENTS 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 free club per term with different sports on offer. Pupil voice on what they would like to see. This year, 3-year groups (180 pupils) had 25 spaces. Provide clubs for two-year groups next year to make more accessible.</p> <p>Discuss with EYFS team and other PE leads on what club provision could be provided for this cohort.</p>
	<p>Impact on PARTICIPATION 254 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>	
	<p>Impact on ATTAINMENT The club proved successful this year and will continue next year.</p>	
<p>3. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Key ACHIEVEMENTS 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 lunch time activity and leading clubs.</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 & 5)</p> <p>Young Leaders – continued within the PE curriculum in Year 5 and to support at lunch times from Term 2 in September 2024 (instead of Term 4 this year). Year 6 young leaders – provide a platform for a group to create one free sports club per term from September 2024 (instead of Term 3 this year).</p> <p>Greater provision given to EYFS cohort during lunch times so as they learn how to play and follow simple rules. Discussions</p>
	<p>Impact on PARTICIPATION</p>	

	<p>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>Since Term 3, groups of Year 6 pupils have provided clubs for Year 1-6 once a week. This has involved 15 Year 6 young leaders and 47 Year 1-6 pupils.</p> <p>Impact on ATTAINMENT</p> <p>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>Young leader clubs – Year 1/2 children especially have enjoyed the clubs led by Year 6 young leaders. They have been excited to be instructed and to try new activities with the equipment. This enjoyment has been reflected in their PE lessons where there is a greater willingness to take part. One of the pupils used to be encouraged away from the bench in PE lessons and is not taking part a lot more.</p>	<p>with EYFS and Year 6 team in September 2024 regarding this.</p>
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>Key ACHIEVEMENTS</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>Continue to participate in some of the broader sports in the Northamptonshire offer (for example Kurling). Continue to have a wide variety of sports in the curriculum (e.g. Boccia, Table Tennis, Archery).</p>

	<p>Girls Festivals</p> <p>Impact on PARTICIPATION PE curriculum – some children with an aversion to PE before expressed an enjoyment for the games that they haven't associated with PE & 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>Girls Festivals – 30 children from Years 3-6 participated in the Girls Festivals this year of Tag Rugby, Cricket and Football.</p> <p>Impact on ATTAINMENT An increase in motivation and participation in PE lessons was observed after a series of competitions, clubs and the girls' festivals.</p> <p>A group of Year 6 girls enrolled in Tag Ruby clubs outside of school as well as several Year 5 girls in a cricket club, promoted at the festival.</p>	
<p>5. Increased participation in competitive sport</p>	<p>Key ACHIEVEMENTS Positive competitive experiences in Level 1 competitions – year group teachers design their competitions (1 per year for Year 2 and 2 per year for Years 3-6) in order to give the pupils a positive competitive experience. This could be a mixture of skills stations and games, the same ability competing against one another or, for UPKS2, the children officiating some of the session.</p> <p>Preparation and outcomes of Level 2 competitions – for some events, groups of Year 5 and 6 young leaders were tasked with preparing Year 2-4 pupils for their events over a series of weeks. Some were chosen because they had previously taken part in the same event and were able to share their expertise and other because they, too, were competing in a similar event. A group of Year 5s used their lunch times to prepare a group of Year 4s for a gymnastics competition, the group came 6th with one girl</p>	

<p>individually achieving 5th place. A group of Year 6s prepared some Year 4 children for an athletics event. Success were had in both the Year 4 and 6 event.</p>	
<p>Impact on PARTICIPATION 300 children competed in intra-school competitions in PE lessons (Level 1) 74 children competed in inter-school competitions outside of school (Level 2) 24 children were invited to compete in the Summer School Games (Level 3) 24 children competed in the Northampton Cross Country Championships 1 children competed in the National Cross Country Championships</p>	
<p>Impact on ATTAINMENT Baseball competition – invited to Summer County Finals KS1 festival – invited to Summer County Finals Year 3/4 tennis – invited to Summer County Finals 1st and 3rd places in Northampton Town Cross Country 4th and 6th places in Year 4 and 6 Athletics events 5th place in gymnastics event 5th place in Hockey event</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. Have you used any funding for this purpose?	Yes	Yes	No	Yes	Yes (impact of this seen in 2024/25)

PE & Sport Premium: Development Plan

2023/2024 Funding Must be allocated and spent in full by 31 st July 2024	£16,000 + £10 per pupil (Year 1 – Year 6) £19570		SUB TOTAL	
Key outcome indicator 1: Increasing all staffs' confidence, knowledge and skills in teaching PE and sport	Planned Expenditure: % of total allocation:	£5000	Actual expenditure: % of total allocation:	£5110

		26%		26%
Key outcome indicator 2: Increasing engagement of all pupils in regular physical activity and sport	Planned Expenditure: % of total allocation:	£2400 12%	Actual expenditure: % of total allocation:	£2320 12%
Key outcome indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement	Planned Expenditure: % of total allocation:	£3750 19%	Actual expenditure: % of total allocation:	£3750 19%
Key outcome indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils	Planned Expenditure: % of total allocation:	£1400 7%	Actual expenditure: % of total allocation:	£1560 8%
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	£7000 36%	Actual expenditure: % of total allocation:	£6830 35%
		£19550 100%		£19550 100%

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

INTENT		IMPLEMENTATION		IMPACT	
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 needs Appropriate internal or external training and/or resources to be identified and sourced 	£4500 (Scheme of Work renewal, PE lead management time, sports coaches and equipment purchase)	£4500	What training opportunities were accessed by staff? September staff meeting highlighted how PE & Sport is shown in school and introduced new staff to PE schemes. 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. PE staff meetings occur 3 times a year with a focus on the curriculum, assessment and delivering healthy competition.	Moving from two to one scheme of work next year to provide further consistency, be able to assess pupils better and based on staff feedback of each scheme. Continuation of ECT mentoring for 3 members of staff which includes observations across a range of lessons. CPD continued to be provided by PE lead and support given to new staff member in September 2024.

				Impact – At the beginning of September 2023, 4 staff had not taught PE before or had less than 12 months experience. Using the scheme, receiving advice from PE lead or colleagues, they have been able to provide a high-quality curriculum with the ability to select children for events based on their ability or needs and assess children at the end of the year.	
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 <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>	£500 (A-life workshop)	£610	<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"> • Sport Relief (February/March) • Walk This May! (May) • Paris Olympics (June/July) <p>School is associated with the follow organisations:</p> <ul style="list-style-type: none"> • Northamptonshire Sport • Youth Sports Trust • AfPE • A-Life • <p>School has strong links with the following clubs:</p> <ul style="list-style-type: none"> • Freestyle Group • Northampton Saints • Premier Tennis • Aqualight Swimming 	Continue the Enhanced School partnership with Northamptonshire Sport which will enable various links with secondary schools.

				<ul style="list-style-type: none"> • Northamptonshire Cricket • Outspoken Training <p>School has strong secondary school links with:</p> <ul style="list-style-type: none"> • Kingsthorpe College • Northampton School for Girls <p>IMPACT:</p> <p>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.</p> <ul style="list-style-type: none"> - 2x year groups (120 children) will receive coaching from outside agencies in PE lessons by the end of the year. - 2x year groups (120 children) will receive swimming lessons. - 180 children will visit a secondary school for a multi sports festival by the end of the year. - Year 6 (60 children) have taken part in a health and fitness workshop, provided by A-Life linked to their Science unit - 12 children, members of the Junior Leadership Team, are responsible for delivering Comic Relief Day with all of the school participating - 12 children, young leader members, will be responsible for delivering the Walk This May! campaign 	
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				<p>- Approximately 20 children will be responsible for delivering the Paris Olympics campaign</p> <p>- 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.</p>	
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Key outcome indicator 2: Increasing engagement of all pupils in regular physical activity and sport

INTENT	IMPLEMENTATION			IMPACT	
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 to participate in regular physical activity	<p>Plan a multiskill approached physical activity programme for an identified cohort of children.</p> <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? <p>Could it be delivered virtually, and home based?</p>	£1200	£1800	<p>Change4Life participation 90 children Years 1-6</p> <p>Free Wednesday club participation 254 children</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</p>	<p>Change4Life – cooking/healthy eating opportunity (DT lead / PP funded)</p> <p>Continuation of free club being offered.</p>

				active' children and those that have not participated in clubs in the school before. SEND (58%) and PP (62%) participation rates are also high.	
Review physical activity time and intensity levels across the curriculum timetable	<p>Use a visual tool to demonstrate to staff when during the day children are inactive</p> <ul style="list-style-type: none"> • PE Coordinator to assist teachers to produce a Heat Map for their class • PE Coordinator to review the Heat Map with the class teacher • PE Coordinator and class teacher to consider and embed new ways of delivering aspects of the curriculum in a more physically active way 	£400	£520	<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 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>	<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>

Key outcome indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement

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 <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>
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 SCo; SCo 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	£3750	<p>What has the school gained by being an SSP Enhanced School?</p> <p>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 SCo 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</p>	<p>Continue to be an Enhanced School in 2024/25, working with a SCo as well as a group of PE leads who come together three times a year for network meetings. This group offers support and advice throughout the year.</p>

				<p>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 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>Impact – Spring 2 + Summer = 3 groups of children were invited to the Summer County Finals due to either outcomes from inter-school competitions (tennis and athletics), continual participation from the school (KS1 festival) or interest expressed in broadening the curriculum (Major League Baseball).</p>	
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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"> • <i>Collect necessary evidence throughout the year</i> • <i>Share scheme with all staff and ask for their support to achieve desired award level</i> • <i>Use the mid-term review to evaluate what still needs to be embedded</i> 	£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>	To reapply in 2025 for the 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 (Incl. in Enhanced Membership)	£0	<p>How many young people have accessed core leadership training? 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"> - Support clubs already embedded - Provide and lead clubs for selected children (certain year groups) or on a first-come first-serve basis - Support EYFS children in playing games fairly at lunchtimes (initiated by EYFS team) - Provide and lead KS1 children in games at lunchtime - Deliver various campaigns – Comic Relief, Walk This May! and Paris Olympics - Support and lead parts of EYFS Sports Day - Organise and lead KS1 Sports Day 	Continuation of Young Leaders and to extend this in Year 6 to support EYFS and provide lunchtime clubs.

				<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>	
<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>	<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"> • <i>How young leaders will be recruited fairly</i> • <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> 	£0	£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 work with Year 6 to create a School sports Crew for the year and not just for one campaign. For pupils to provide a voice for PE & Sport and to give them a greater sense of purpose for the school.</p>
<p>Share and celebrate achievements in PE, school sport and physical activity</p>	<p>Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly</p> <ul style="list-style-type: none"> • <i>Use a noticeboard and/or school digital system to publicly share success from within and outside of school</i> • <i>Use social media to highlight school sport success and progress within PE</i> • <i>Consider how the School Games Values or school values could be used to reward behaviours</i> 	£0	£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> <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 – children enjoyed seeing them on the school newsletters through Paretnamil which were</p>	<p>School has moved to a social media base to share information. Sport & PE are on these platforms, fed regularly out to staff since March 2024 and will continue to do so.</p>

				also displayed around the school. Information is now shared on the school's social media bases which need to increase participation amongst parents to have the same impact.	
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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 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?
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"> 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 Explore internal opportunities to provide training to upskill staff to lead on clubs 	£1400	£1560	<p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)? 206/353 children = 58%</p> <p>What were the percentages of girls and boys, and years groups represented within the clubs?</p> <p>Year 1 30/53 = 56% (19g = 68% 11b = 22%)</p> <p>Year 2: 34/60 57% (17g = 50% 17b = 50%)</p> <p>Year 3: 38/60 63% (12g = 32% 26b = 62%)</p> <p>Year 4: 29/60 48% (12g = 41%, 17b = 59%)</p> <p>Year 5: 27/60 45% (10g = 37% 17b = 63%)</p> <p>Year 6: 24/60 40% (12g = 50%, 12b = 50%)</p> <p>Which clubs were the most popular?</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> <p>Encourage communication with club provider where behaviour is impacting the outcome of clubs. Pass on any information to phase leads regarding positive behaviour or behaviour that needs improving so that it does not impact on the rest of the pupils.</p>

				<p>Free clubs = Archery (Year 1-6), Girls football (Years 4-6), Hockey (Year 3/4)</p> <p>Impact - Providing a free club enabled a wider group of children access to lunchtime provision than previously seen. 58% of SEND children took part in at least one of these clubs with 61% of PP children doing the same. The clubs were full within the first days of letters being given, improving parent engagement.</p> <p>Children were able to take part in a sports club for at least 6 weeks and take instructions from a coach. Where the sports had run parallel to something a child was doing in the PE lessons, progress increased.</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"> • 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 • Consider how the relationship can be reciprocal 	£0 (costs in other sectors)	£0	<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 range 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>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> <p>Continuation of Freestyle Group providing the clubs with Outspoken Training and Northampton Saints already booked for next year. Swimming to remain at location but instructor provided by Northampton Council and opportunity for other clubs to come in through the year such as Northampton Steelbacks for a day session.</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>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"> - Year 4 for the Level 1 training (24 children participating in April) - Year 6 for the Level training (26 children participating in July) - Balance Training to all of EYFS (43 children).
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				<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 – involving the children in clubs (such as Northampton Saints and Premier Tennis) as well as programmes (Outspoken Training and Aqualight) provide the pupils and parents information on what is available in their local community. Since attending school swimming lessons this year and then promoting a variety of clubs across the town, pupils are now engaging in this opportunity whether it be from the confidence given whilst attending the swimming lessons or the information which has been provided since to the parents.</p> <p>Swimming is invaluable and knowing how to ride a bike runs parallel to this. All of EYFS pupils took part in balance bike training this year, showing the importance of continuing this programme. Approximately 50% of Year 4 and Year 6 pupils have used the opportunity for Bikeability training this year with Year 6 pupils being able to ride their bikes safely around the local estate, something that had not</p>	
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				been done at the school for over a decade.	
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"> • <i>Identify a cohort of children who meet the outlined criteria</i> • <i>Identify a member of staff to support and accompany the children</i> • <i>Celebrate the achievements of these children within school and with their families</i> 	£ (Incl. in Enhanced Membership)	£0	<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 – The SAS scheme gives an excellent opportunity for children to access places and activities that they previously may not have done. The group of children were chosen benefitted greatly from the experience, whether it be for communication or confidence needs or to increase participation of events.</p> <p>The school timetables it in so that the Year 6 teachers as well as the PE lead share the responsibility of attending the sessions. This proves important for the Year 6 staff to know the children outside of school and also gave an opportunity for a new Year 6 teacher who started in the Summer to access the SAS programme so as to be more aware when going next year.</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	Support children to access an SSP organised Able & Talented Multiskill Academy <ul style="list-style-type: none"> 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 Staff to track children participation and progress 	£ (Incl. in Enhanced Membership)	£0	How many children accessed the Able & Talented Multiskill Academy? 6 children selected for the programme in Years 4-6 (2 per year group) Impact – From the reports given by Northamptonshire Sport, it can be observed that the children selected for the programme had 87% attendance and excellent feedback. Because of this, the same children will be invited next year. All 6 children (2 per year group in Years 4-6) have represented the school this year in a Level 2 competition and all 4 from Years 5-6 have young leader duties in the school.	SSP to support schools to develop relationships and pathways with local community sports clubs SSP to support schools to identify particular opportunities for individual children
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Key outcome indicator 5: Increased participation in competitive sport

INTENT		IMPLEMENTATION		IMPACT	
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?
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	£0 (Incl. in Enhanced Membership)	£0	How many children with SEND accessed Intra-School competitions: All children in Years 2-6 access intra competitions (including 47 SEND children) Inter-School competitions: AUTUMN Level 2 competitions = 8 children Multi sports festivals = 26 children Impact Autumn – children are representing their school in a	Incorporate inclusive sports into core curriculum lessons Provide opportunities for children with SEND to undertake leadership training

			<p>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 = 6 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 experience, received the Shining Star Award as well as having an individual place of 3rd overall. The child has received a place in the Archery club for next term,</p> <p>SUMMER Level 2 competitions = 3 Multi sports festivals = 1 Impact – a year 2 class went to a Northampton secondary school</p>	
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				<p>for their first sports experience outside of school. The children thoroughly enjoyed the experience and provided the member of staff (a 2nd year ETC) with the opportunity to see how the sports leader role evolves into secondary school. A Year 4 class was due to attend a similar event which would have proved invaluable for this member of staff also but they were unable to attend. Two groups of children attended athletics events. The group of Year 6s selected, spent 5 weeks prior to their own competition preparing and training the Year 4 children. Both groups benefitted greatly from attending a town college and competing on an athletics track and both teams came away with very positive experiences. Three Year 6 pupils achieved individual points giving them the bronze award in the English Schools' Athletic Association.</p>	
<p>Host a School Games Day that culminates in a year-round programme of PE and school sport</p>	<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> • <i>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</i> 	£0	£0	<p>How many children participated in the School Games Day? 283 (EYFS – Year 4) and 80 young leaders (Year 5-6)</p> <p>How did the School Games Day conclude a year-round programme of PE and school sport? The event involves skills stations encompassing what they pupils have learnt that year in terms of agility, balance and coordination. Activities such as javelin throw for KS1 developed to howler throw for LKS2 with tennis ball balance and egg and</p>	<p>Evaluate the success of the event</p> <ul style="list-style-type: none"> • Ease of planning and delivering • Feedback from parents, staff and children

				<p>spoon races utilising hand eye coordination.</p> <p>What does this day mean to the children? The event is an end of year celebration of PE & Sport. It involves all children and parents and utilises the space available to the school. For example, speed bounce over a piece of apparatus can also be done over a skipping rope.</p> <p>How do you ensure the event is inclusive? On each activity there is another option to provide access to all. This year, the EYFS activities have all been made accessible to a wheelchair.</p> <p>Impact – providing a EYFS sports day separate to the rest of the school for the second year gives staff the chance to individualise the day to the pupils' needs. 20 Year 6 pupils were part of the organisation. This involved getting to know the children prepare for this event in the weeks beforehand. 60 Year 5 pupils were involved in the organisation for the Year 1-2 and Year 3-4 events. Splitting these up gave a greater opportunity for young leaders to be involved and all were able to put their young leader qualities into practise from the 12-week programme delivered during the curriculum.</p>	
Provide opportunities for all children to access personal challenge activities	Organise and deliver a series of Personal Challenge opportunities <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant</i> 	£00	£0	How many children participated? All children participate in personal challenges as part of the PE	Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future.

	<ul style="list-style-type: none"> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> • <i>Consider how these competitions could be linked to whole school house systems</i> 			<p>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>	Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities
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> • <i>Consider how these competitions could be linked to whole school house systems</i> 	£0	£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 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</p>	Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future

				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.	
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> • <i>Consider how school representatives are rewarded for the achievements</i> 	£0 (Incl. in Enhanced Membership)	£0	<p>What competitions did you attend?</p> <p>Throughout the year: Performance category = 4 Broadening category = 6 Development category = 7</p> <p>Impact – Baseball competition – invited to Summer County Finals KS1 festival – invited to Summer County Finals Year 3/4 tennis – invited to Summer County Finals 1st and 3rd places in Northampton Town Cross Country 4th and 6th places in Year 4 and 6 Athletics events (individual 4th, 6th and 10th places out over 300 competitors) 5th place in gymnastics event 5th place in hockey event</p>	
Provide opportunities for children to adequately prepare for Inter-School competitions	<p>Access pre-Inter School Games competition practice sessions</p> <ul style="list-style-type: none"> • <i>Consider the team selection and the competition eligibility</i> • <i>Staff accompanying the children will be going to be</i> 	£0 (Incl. in Enhanced Membership)	£0	Previous competitors, staff and young leaders prepare children for competitions. Such examples being:	

	<p><i>upskilled to enable them to continue the activities back in school</i></p> <ul style="list-style-type: none"> • <i>Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children</i> 		<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 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.</p>	
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				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.	
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> • <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> 	£ (Incl. in Enhanced Membership)	£0	<p>How many children participated in a festival?</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 secondary school application shortly, an opportunity to see part of a local school.</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>
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> • <i>Consider accessing all or some of the festivals available; Flag Football, Dodgeball & OAA</i> 	£0 (Incl. in Enhanced Membership)	£0	<p>How many children participated in a festival? 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</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>

				<p>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 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).</p>	
Provide access to supply cover and transport to enable children and staff to access opportunities (including swimming and multi sports events)	Access to transport where required to take children to competitions and events	£5000 (transport) £2000 (supply)	£6830	<p>Consider the cost of the transport against the impact the opportunities have on the children and whole school?</p> <p>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.</p>	To ensure a similar amount is allocated for competitions next year

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.

Document completed by:	Rachel Coe			Date:	30-06-24			
Document updated	14-12-23	20-02-24	30-06-24					

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 31st 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 31st 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 31st October 2023
- 5/12 of your funding allocation on 30th 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 8th November 2023
- 5/12 of your funding allocation on 8th 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 18th December 2023
- 5/12 of your funding with the first payment you have scheduled with us after 18th 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