

# 2020/2021 PE AND SPORT PREMIUM DEVELOPMENT PLAN

## *EVIDENCING THE IMPACT & SUSTAINABILITY*

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government's ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

**SCHOOL**

**All Saints CEVA Primary School**

**HEAD TEACHER**

**Claire Dunstan**

**PE COORDINATOR**

**Rachel Coe**

## PE AND SCHOOL SPORT PREMIUM: THE PURPOSE

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2020 to 2021 academic year, to encourage the development of healthy, active lifestyles.

## VISION: GOVERNMENT VISION

All pupils leaving primary school will be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

## VISION: SCHOOL VISION

A school family learning and growing together with Jesus Christ

## FUNDING OBJECTIVES

Schools must use the funding to make **additional** and **sustainable** improvements to the quality of the physical education (PE), physical activity and sport they provide. This includes any carried forward funding from the 2019 to 2020 academic year, which must be spent by 31 March 2021.

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

- Develop or add to the PE, physical activity and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future year
- To understand that each child is unique- a gift from God.
- To provide a caring, compassionate and inclusive community, our 'school family', where everyone is valued and safe.
- To celebrate our Christian values and share faith, love and forgiveness as seen in Jesus Christ.
- To provide high quality teaching and learning that promotes outstanding achievement.
- To provide an innovative and inspiring curriculum which encourages each child to reach their full potential.
- To promote excellence through collaborative work with our families, the Church and wider community.

## KEY OUTCOME INDICATORS: UPDATED 2020/02021

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

### Key outcome indicator 1: Engagement of all pupils in regular physical activity

For example, by:

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered

- adopting an active mile initiative
- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim (funding can only be used for 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, and should not be used for core swimming provision).

#### **Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement**

For example, by:

- 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 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

For example, by:

- 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
- hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils

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

For example, by:

- 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
- partnering with other schools to run sports and physical activities and clubs
- providing more and broadening the variety of extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

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

For example, by:

- 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

## EVIDENCING THE IMPACT: REVIEW OF PE AND SCHOOL SPORT PREMIUM EXPENDITURE 2020/2021

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2021/2022?
<p>1. Engagement of all pupils in regular physical activity</p>	<p>Key <b>ACHIEVEMENTS</b></p> <ol style="list-style-type: none"> <li>Free extra-curricular clubs offered to all Year 1-6 children during the Summer Term</li> <li>Extended Swimming lessons for Year 5</li> </ol>	<p>1 – Sports Premium will be used to subsidise extra-curricular clubs, at least to begin with, in order to encourage and maintain participation and continue our link with Freestyle Soccer Academy</p>
	<p>Impact on <b>PARTICIPATION</b></p> <ol style="list-style-type: none"> <li>350 places were offered in the Summer Term. All were taken up by KS1 (Years 1 + 2) with around 60% occupancy in KS2. These rates increased when the clubs went to sport specific (gymnastics and athletics) with Years 3 + 4 at 100% occupancy.</li> <li>All children attended these sessions as part of their curriculum each week.</li> </ol>	<p>2 – Swimming will continue for one year group with enhanced sessions occurring with a different year group to improve competence in the water.</p>
	<p>Impact on <b>ATTAINMENT</b></p> <ol style="list-style-type: none"> <li>Children were arriving in class, having been at a before school club, energised and excited for the day with a sense of comradery with their fellow peers who had also attended the clubs.</li> <li>Behaviour was excellent during these sessions which then had a positive impact back in class for the day resulting in high quality work being achieved. Extended length of sessions as well as additional lessons in itself improved the children's confidence in water, stroke ability with the more able moving on to life saving strategies.</li> </ol>	
<p>2. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Key <b>ACHIEVEMENTS</b></p> <ol style="list-style-type: none"> <li>Fortnightly Sport &amp; PE newsletters</li> <li>Sports Games involvement during remote learning as well as intra and inter-school competitions</li> <li>Young Leaders reinstated to organise and help deliver School Games Day</li> </ol>	<p>1 – Fortnightly newsletters will continue, providing parents with an insight into PE lessons, School Games participation, individual and group achievements, school campaigns and notices as well as community news.</p>
	<p>Impact on <b>PARTICIPATION</b></p> <ol style="list-style-type: none"> <li>Children keep to see themselves on the newsletters which are shared with parents and displayed in school</li> <li>All were very enthusiastic to take part in school games competitions this year, in particular the reinstatement of inter-school competitions. (Level 0 + 1 = 100% participation, Level 2 games = 33%) Weekly virtual games were also offered to remote learners via the Northamptonshire Sport platform with all learners in school doing these same events. Participation rates were particularly high in KS1.</li> <li>25 Year 5+6 children were selected as Young Leaders for the School Games Day and grateful for the opportunity.</li> </ol>	<p>2 – School will continue to be an Enhanced School with School Games commitments and the aim of achieving Gold Mark for the 4<sup>th</sup> year.</p> <p>3 – The Young Leaders programme in Year 5 will resume with initial training occurring in the first term.</p>

	<p>Impact on <b>ATTAINMENT</b></p> <p>2 - All Saints achieved in the top 5 regularly over the weeks through the Virtual Games Activities which required children to log their results.</p>	
3. Increase confidence and skills of staff in teaching PE and Sport	<p>Key <b>ACHIEVEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Jasmine – full membership upgrade (including assessment tracker)</li> <li>2. Coaches in Years 2-6</li> </ol>	<p>1 – PE lead to observe a wide range of PE lessons to gain an understanding of the needs of the children and ensure the curriculum (including Real PE/Gym/Dance) are being carried out. Assessment wheels will also continue on a termly basis.</p> <p>2 – Links with Northampton Saints and Premier Tennis to, hopefully, continue as well as potential link with Northampton Saints Hockey.</p>
	<p>Impact on <b>PARTICIPATION</b></p> <ol style="list-style-type: none"> <li>1. An upgrade to Jasmine meant that Real Home, Gym and Dance are now included to support staff deliver of lessons. Real Home has been used on several occasions in the summer term, providing individual child accounts to children who are self-isolating.</li> <li>2. Links with Premier Tennis and Northampton Saints was continued with staff receiving guidance and support during PE lessons over the course of 6 weeks in the Summer term. Kits Academy also came to deliver sessions which provided staff opportunities to see a wide variety of equipment and use of school space.</li> </ol>	
	<p>Impact on <b>ATTAINMENT</b></p> <ol style="list-style-type: none"> <li>1. Jasmine Assessment Wheels improved staff understanding of the PE curriculum with Baseline and End of Term data being collected. Improvements were seen by all classes over the 6 weeks.</li> <li>2. Children gained a great deal from the coaches: from problem solving and tactical play delivered by Northampton Saints (Year 2 + 5 Tag Rugby), following instructions, rules of a game and awareness of equipment by Kits Academy (Year 4 Fencing) to accuracy and footwork abilities by Premier Tennis (Year 3 + 6 Tennis).</li> </ol>	
3. Broader experience of a range of sports and activities offered to all pupils	<p>Key <b>ACHIEVEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Children took part in sport coach-led PE lessons during Spring 2 Term</li> <li>2. Curriculum-led dance workshops – Year 2 + 4</li> <li>3. Boccia, Goalball, Table Tennis, Archery and Sitting Volleyball on the curriculum</li> </ol>	<p>1 – Links with Northampton Saints and Premier Tennis to, hopefully, continue as well as potential link with Northampton Saints Hockey.</p> <p>2 – China to continue to be a Year 2 theme with the dance workshop continuing as well as staff who have Hinduism in their curriculum already aware of the dance-led workshops.</p> <p>3 – Long Term and Medium Term plans will continue into 2021/22</p>
	<p>Impact on <b>PARTICIPATION</b></p> <ol style="list-style-type: none"> <li>1. All Children in specific classes took part in coach-led sessions during PE lessons. Raised the profile of Sport &amp; PE to see quality clubs working alongside staff.</li> <li>2. All children in specific classes took part in dance workshops.</li> <li>3. Over the course of primary school, children will have experienced and took part in a range of activities and sports due to these specified on the curriculum, the range of equipment we have and the competition structure that we select.</li> </ol>	
	<p>Impact on <b>ATTAINMENT</b></p>	

	<ol style="list-style-type: none"> <li>Several children have now joined Premier Tennis and Northampton Saints camps due to their experiences in PE. Fencing in Year 4 as one of the oldest Olympic sports brought on class discussions and an interest in Toyko '2020' Olympics.</li> </ol>	
<p>4. Increased participation in competitive sport</p>	<p>Key <b>ACHIEVEMENTS</b></p> <ol style="list-style-type: none"> <li>School Games competition participation levels:             <ol style="list-style-type: none"> <li>Level 0 – personal challenges completed during lessons</li> <li>Level 1 – intra-house competitions carried out by Year 2-6 children throughout the year</li> <li>Level 2 - Virtual festivals and events participated during the Autumn Term as well as continuing face-to-face in the Summer Term</li> </ol> </li> <li>Virtual Challenges participated in by remote learners and for those in school during the Spring Term</li> </ol>	<p>1 – School Games competition calendar will continue next year with Level 1 games imbedded into the curriculum. Greater emphasise on Level 0 games in the curriculum.</p> <p>2 – Links with Northamptonshire Sport and Real Home will ensure remote learners, if the situation arises, can access activities and competitive opportunities</p>
	<p>Impact on <b>PARTICIPATION</b></p> <ol style="list-style-type: none"> <li>Level 0 (all EYFS-Year 6), Level 1 (all Year 2-6), Level 2 (All of Year 1 as well as 124 places during the face-to-face summer term events)</li> <li>All Saints achieved in the top 5 regularly over the weeks through the Virtual Games Activities which required children to log their results.</li> </ol>	
	<p>Impact on <b>ATTAINMENT</b></p> <ol style="list-style-type: none"> <li>Increased enthusiasm and effort from less able children seen when competing against themselves instead of their peers as well as instilling a sense of achievement in these as well as some of our SEND children. Children selected to represent All Saints have been said to feel a sense of belonging and have, therefore, showed a sense of achievement within their lessons as well.</li> </ol>	

## EVIDENCING THE IMPACT: THE IMPACT OF COVID-19 ON THE PROVISION OF PE, SCHOOL SPORT & PHYSICAL ACTIVITY

	What has been the impact of Covid-19 on the provision of PE, School Sport and Physical activity within your school?	How have you utilised your PE & Sport Premium funding to overcome some of these challenges?
<b>Term 1</b> September to December 2020	<ul style="list-style-type: none"> <li>No extra-curricular clubs (paid or free) during the day.</li> <li>Several classes have been in self-isolation meaning that physical activity has potentially decreased.</li> <li>PE equipment is no longer shared meaning that a specific amount is in each class.</li> </ul>	<ul style="list-style-type: none"> <li>Top up swimming sessions (session lengthened) provided to provide further physical activity to children as well as being aware of high percentage of non-swimmers in the cohort (extended sessions and possible extra for the Spring Term).</li> <li>Extra multi-skills equipment has been brought (e.g. hoops, balls, markers) so that each class has their own resources.</li> <li>Planned for Extra-curricular clubs to be offered free from January to every child from Year 1-6.</li> </ul>
<b>Term 2</b> January – March 2021	<ul style="list-style-type: none"> <li>Northamptonshire went from tier 2 to 4 in a matter of days over the Christmas period meaning that all indoor leisure facilities in the county have closed, reducing out-of-school activity for children (e.g. swimming lessons, gymnastics clubs etc.) This potentially will impact on the well-being and energy levels of pupils.</li> <li>4<sup>th</sup> January – 5<sup>th</sup> March: Lockdown</li> </ul>	<ul style="list-style-type: none"> <li>Jasmine Real PE renewed and improved to allow for children/parents to access Real PE Home.</li> <li>School Games Virtual Competitions are introduced weekly to remote learners and participate in by all classes in school.</li> <li>From 12<sup>th</sup> April (Spring 2) - Extra-curricular clubs to begin and provided for free to all Year 1-6 classes for a 6-week period.</li> <li>From 12<sup>th</sup> April – both Year 5 classes continued swimming to increase physical participation, improve abilities and give the opportunity of visiting a swimming pool.</li> <li>Selected KS2 children have also been invited to specific multi skills clubs (similar to the Change4Life club). Invites are based on social and emotional needs with some specific to experiences impacted on by Covid-19.</li> </ul>
<b>Term 3</b> April – July 2021	<ul style="list-style-type: none"> <li>Some restrictions continue and are lengthened until July</li> <li>Children not participating in as many extra-curricular clubs as pre-March 2020</li> </ul>	<ul style="list-style-type: none"> <li>Tennis, Cricket and Rugby coaches from local clubs to lead PE lessons in Years 2-6 (children may possibly not be doing their out of school extra-curricular clubs by then so will benefit from visitors and coaches to the school).</li> <li>Jasmine updated and including Real Gym and Dance (improvement of staff CPD will enable children to improve and thrive).</li> <li>School has participated in 7 inter-school competitions to increase motivation, raise the profile of sport and introduce children to further competitive structures.</li> <li>Specific sport extra-curricular clubs offered free to KS2 (Gymnastics and Athletics) as well as free multi sports clubs being offered to Year 1-6</li> <li>Active Lives Survey takes place with Year 2, 4 and 6</li> </ul>

## SWIMMING: MEETING THE NATIONAL CURRICULUM REQUIREMENTS FOR SWIMMING & WATER SAFETY

- Swimming is a national curriculum requirement
- The 3 requirements for swimming and water safety are 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 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			
	2017/2018	2018/2019	2019/2020	2020/2021
Swim competently, confidently and proficiently over a distance of at least 25 metres	50%	65%	67%	69%
Use a range of strokes effectively; front crawl, backstroke and breaststroke	50%	65%	67%	69%
Perform safe self-rescue in different water-based situations	N/A	N/A	N/A	19%
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	Yes	Yes

## PE & SCHOOL SPORT DEVELOPMENT PLAN

<b>2019/2020 Underspend</b> ✓ Section below must be completed any 2019/2020 funding is being carried forward ✓ Must be spent by 31 <sup>st</sup> March 2021	<b>£3385</b>	<b>SUB TOTAL</b>	<b>£3385</b>
<b>2020/2021 Funding</b> ✓ Must be allocated and spent by 31 <sup>st</sup> July 2021	<b>£16,000 + £10 per pupil (Year 1 – Year 6)</b>	<b>SUB TOTAL</b>	<b>£17790</b>
<b>GRAND TOTAL</b>			<b>£</b>
<b>Key outcome indicator 1:</b> Engagement of all pupils in regular physical activity	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£3300</b> <b>18.6%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>
<b>Key outcome indicator 2:</b> Profile of PE and sport is raised across the school as a tool for whole-school improvement	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£3190</b> <b>17.9%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>
<b>Key outcome indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£3100</b> <b>17.4%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>
<b>Key outcome indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£2400</b> <b>13.5%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>
<b>Key outcome indicator 5:</b> Increased participation in competitive sport	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£3040</b> <b>17.1%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>
		<b>£15030</b> <b>84.5%</b>	<b>£17420</b> <b>97.9%</b>

### 2019/2020 Underspend: Use this section to detail how any underspend from 2019/2020 will be spent during the academic year 2020/2021

*It is a requirement, as a result of the Department of Education relaxing the ring-fencing arrangements due to Covid-19, that schools must declare any underspend they are carrying forward from the academic year 2019/2020. Any underspend MUST be spent in full by March 2021*

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 2021/2022?
KI 1 - Equipment	Extra equipment purchased to enable each class to have sets.	£200		Due to class bubbles and no exchanging of equipment, extra equipment results in children still being able to carry out PE lessons without disruption as well as active breaks and lunch times.	Changes to risk assessments will mean that this does not need to be sustainable. However, equipment is regularly purchased, renewed and improved to ensure a high quality PE curriculum with a focus on providing

					for the OAA scheme of work next year.
KI 1 – Swimming	Top up lessons – all swimming lessons extended for a year 5 class in the Autumn term due to their abilities and self-isolating for a period of time (transport + staff costs included)	£1700		Children’s confidence and capabilities increased dramatically over the sessions with extended and additional sessions enormously helping. Children who had not been in a pool before or, at least, not for the last 18 months were now able to submerge, float and swim with apparatus over the 12-week time frame with several enrolled into swimming lessons with the same company after this.	Due to Covid restrictions as well as other factors, swimming attainment has been deemed as low within the school. Due to this, swimming will be provided within two years groups from 2020/21 (Year 4 + 5)
KI 4 – Extra-curricular programme	Provide free extra-curricular clubs to all Year 1-6 classes for at least a 6-week period and a specific club in which children are invited (with the same objectives as a Change4Life club) to invited KS2 children.	£1485		All KS1 and lower-KS2 clubs were at full capacity during the Summer term with increasing enthusiasm from upper-KS2 when they moved from multi-skill to specific sport-based sessions (gymnastics and athletics). Children from all classes were taking part in before, during and after school clubs over the course of 12 weeks.	Subsidised clubs will be offered from September to continue the high rates of participation.

## Key outcome indicator 1: Engagement of all pupils in regular physical activity

Key outcome indicator 1: Engagement of all pupils in regular physical activity					
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 2021/2022?
Have tailored opportunities that attract children who are least active and/or those who have been most affected by Covid-19 to participate in regular physical activity	<p>Plan a multiskill approached physical activity programme for an identified cohort of children.</p> <p>Things to consider</p> <ul style="list-style-type: none"> <li>• How will children be encouraged &amp; rewarded for participation</li> <li>• Appropriate and committed staff</li> <li>• Deployment of young leaders</li> <li>• When will it be delivered</li> <li>• Could it be delivered virtually and home based?</li> </ul> <p><b>Extra-curricular clubs on an invite only in, at least, the Spring Term are free for Year 3-6 children with specific clubs on an invite only basis (tailored for less active children or with social and emotional needs)</b></p>	£2500	<b>£2500</b>	<p>How many children have accessed the programme over the term/academic year? <b>100 children took up the free multi skills clubs offered art lunchtimes</b></p> <p>What impact has the programme had on the children's health &amp; well-being, attendance, attainment? <b>With a focus on social and emotional development as well as to raise participation levels.</b></p> <p><b>Evidence:</b> Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments</p>	<p>Track the transition of children into extra-curricular clubs and provision in the community</p> <p>Upskilling and deployment of staff and young leaders</p> <p>Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities</p> <p><b>Freestyle will continue to offer this club in 2021/22</b></p> <p><b>PP children will be offered a free place in a club of their choosing for the year.</b></p>
Review physical activity time and intensity levels across the curriculum timetable	<p>Use the Active School Planner as a tool to visually demonstrate to staff when during the day children are inactive</p> <ul style="list-style-type: none"> <li>• PEC to assist teachers to produce a Heat Map for their class</li> <li>• PEC to review the Heat Map with the class teacher</li> <li>• PEC and class teacher to consider and embed news ways of delivering aspects of the curriculum in a more physically active way</li> </ul>	£0	£0	<p>What did the 1<sup>st</sup> phase Heat Maps look like?</p> <p>What did the 2<sup>nd</sup> phase Heat Maps look like?</p> <p>Did the teacher change anything to increase the amount of time the children were active within the curriculum?</p> <p>Can the school demonstrate that every child is offered/accessing 30 active minutes each day?</p> <p><b>Evidence:</b> A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</p>	<p>Staff see the use of a visual tool to enable them to consider and instigate change</p> <p>SLT understand and value the tool and encourage staff to undertake on a termly basis</p> <p>Staff are able to influence resource choices to support their new approach</p> <p>Staff share good practice and resources that have helped to increase the quality and quantity of physical activity time within the curriculum</p>

<p>Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy</p>	<p>Provision for 2 hours of curriculum PE per week for ALL children</p> <ul style="list-style-type: none"> <li>• Ensure lessons are well structured, differentiated and progressive</li> <li>• Provide opportunities for all children to 'learn to lead'</li> </ul>	<p>£0</p> <p>(Teacher CPD costs outlined in section 3)</p>	<p>£0</p>	<p>How many hours of curriculum PE is each year group receiving?  <b>2 hours</b></p> <p>How do you ensure that every child is reaching their PE potential?  <b>PE lead given time for learning walks which will continue in the Autumn term. Jasmine being updated allowed the school to use the assessment wheels in the Summer term to create a baseline and end-of-year assessment to track progress and inform the next teacher.</b></p> <p>How do children learn to lead within PE lessons? What impact do these leadership skills have on the child and their contribution to whole school?  <b>Real PE scheme of work put a high value on children leading and contributing to their activities.</b></p> <p><b>School Games Day gives opportunity for Young Leaders.</b></p> <p><b>Evidence:</b> Curriculum timetables, short, medium and long terms planning, photos, Assessment, behaviour, enjoyment</p>	<p>PE is regarded by all staff as the core curriculum subject it is</p> <p>Staff are motivated and enthused to teach it and have the subject knowledge to make it enjoyable, differentiated and progressive</p> <p>Good practice is shared in department and whole school meetings</p> <p>Schemes of work are well written and shared with all staff</p> <p><b>Assessment wheels will continue next year as well as PE lead observations.</b></p> <p><b>Year 5 Young Leaders scheme to begin again next year supported by PE lead/class teacher as well as Senior lunchtime supervisor who is also in the year 5 team.</b></p>
<p>Swimming</p>	<p>Top up and extended lessons could be provided for the second Year 5 class due to go swimming in the Spring Term in case of Covid restrictions or the class having to self-isolate.</p> <p>Due to the number of non-swimmers identified in Year 5. A new initiative of providing identified families with swimming lessons for a local pool either for a period of time or an intensive course will be considered. Further research is needed.</p>	<p>£800</p>	<p><b>£972</b></p>	<p><b>Due to various disruptions during the Autumn term (class isolating and November restrictions), swimming sessions were extended giving the children greater time to improve their stroke skills and an opportunity in a swimming pool which some had not had since pre-March 2020.</b></p>	<p><b>Enhanced swimming sessions continued to be used next year with a possibility of moving it to Year 4 as well in order to give more children a greater success of improving their swimming skills in Year 5 as have had the fundamentals in Summer of Year 4.</b></p>
		<p>£3300</p>	<p><b>£3472</b></p>		

## Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome 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 2021/2022?
Continue to be a Northampton SSP Enhanced School	<p>Ensure opportunities are added to the school diary at the earliest opportunity</p> <p>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</p>	£3150	£3150	<p>What has the school gained by being an SSP Enhanced School? <b>Participated in Virtual inter-school competitions during Autumn Term, Virtual Schools Games in the Spring Term as well as face-to-face competitions in the Summer Term (including being invited to the Celebration of Sport).</b></p> <p><b>Regular support and guidance from SCo and the SSP team throughout this year.</b></p> <p>Which groups of children/adults within your school have benefited the most? <b>Each Year 6 child was offered a place in a sports competition during the Summer Term due to moving shortly to secondary school.</b></p> <p><b>Year 3 also participated in a significant amount of face-to-face competitions due to their disruptive year in particular.</b></p> <p><b>Evidence:</b> Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events</p>	<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?</p> <p><b>Continue being an Enhanced School.</b></p>
Engage in the School Games Mark Framework self-review tool	<p>Use the national online tool to review and reflect on our recovery curriculum and ensure that we maximise our engagement in the School Games</p> <ul style="list-style-type: none"> <li>Autumn Term 2: Reflect on current provision via online tool and then share report with SCo &amp; SSM</li> <li>Consider the Action Plan and identify staff and resources and act upon the actions</li> <li>Summer Term: Review and reflect on provision and outcomes achieved from the action plan</li> </ul>	£0	£0	<p>Autumn Term 2: What did the report highlight – what were the focus areas? <b>Due to restrictions, opportunities like creating a Young Leaders group, having extra-curricular clubs and plans for a School Games Day were not in place.</b></p> <p>Summer Term: What things were actioned as a consequence of the review and report? <b>Young Leaders were continued from last year (due to restrictions not being able to offer this to Year 5 this year) who will be</b></p>	<p>Raise awareness of the tool and report in whole school meetings</p> <p>Ensure SLT are clear on the report outcomes are supportive of areas to be developed</p> <p>Celebrate success and improvements with staff and the wider community</p>

	<p><b>Level 1 games are being led by a year group per term (house competitions) as are Level 2 (intra-school Games) competitions and uploaded onto the School Games Dashboard.</b></p>			<p><b>leading/supporting the School Games Days in July. Extra-curricular clubs have been offered to all children from Year 1-6 with 277 places being used during the Summer term.</b></p> <p><b>Evidence:</b> report, action plan, registers, photos, meeting minutes</p>	
<p>Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce</p>	<p>Use the real Leaders scheme of work to upskill a cohort of confident and knowledgeable young leaders</p> <ul style="list-style-type: none"> <li>Use the real Leaders Action Plan to support in the planning and implementation of the training</li> </ul> <p><b>Spring /Summer Term – the aim to train all Year 4-6 children. Due to no mixing in classes, groups of children can use break and lunchtime opportunities to deliver activities to their own class.</b></p>	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£0</p>	<p>How many young people have accessed core leadership training? <b>Due to restrictions and guidelines, the Young Leader programme was not accessed by the current Year 5 this year. Children in Year 6 took up this role by suggesting activities for remote learning and promoting the Walk This May! campaign as well as supporting/organising the School Games Day.</b></p> <p>What roles were the young leaders deployed to undertake? What impact did they have on whole school?</p> <p>What has this training given the young leaders?</p> <p><b>Evidence:</b> photos, deployment plans, observations</p>	<p>Recruit previously training young leaders to take on mentoring roles and responsibilities</p> <p>Consider how higher level leadership training and deployment opportunities can be provided</p> <p><b>Year 4 team due to make their selection for Young Leaders for 2021/22 with the hope that the programme will recommence in September.</b></p> <p><b>Profile raised of Young Leaders with badges and identifiable hats.</b></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"> <li>How young leaders will be recruited fairly</li> <li>How the meetings will be structured and items to be discussed – can there be a 2 way process with the main school council?</li> </ul> <p><b>Young Leaders hats (or other apparel) purchased to create a sense of purpose and belonging.</b></p>	<p>£40</p>	<p>£0</p>	<p>What were the main objectives for the group? <b>Due to restrictions and guidelines, the Young Leader programme was not accessed by the current Year 5 this year. Children in Year 6 took up this role by suggesting activities for remote learning and promoting the Walk This May! campaign as well as supporting/organising the School Games Day.</b></p> <p>What did the group action, influence or change?</p> <p>What impact did this group of children have on the whole school?</p>	<p>Ensure Year 4/5 children are co-opted into the group to provide sustainability and continuation within the group year on year</p> <p>SLT to consider ways to provide the group with meaningful opportunities for influencing and decision making within the whole school</p> <p>Provide a suitable platform for the voice of the children to be heard and taken seriously</p> <p><b>September 2021 – Year 6 team will be selecting the SSOC</b></p>

				<b>Evidence:</b> meeting minutes, reports, celebrations	
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>• Use a noticeboard and/or school digital system to publicly share success from within and outside of school</li> <li>• Use social media to highlight school sport success and progress within PE</li> <li>• Consider how the School Games Values or school values could be used to reward behaviours</li> </ul> <p><b>Monthly newsletter celebrating class or individual achievements.</b></p> <p><b>PE noticeboard in two areas of the school so that most children are viewing this (as no longer walking around the school as much).</b></p> <p><b>School values included in Pupil of the Week and the school's VIP (Values in Practise) certificates.</b></p>	£0	£0	<p><b>What has been celebrated?</b>  <b>PE lessons and the curriculum, extra-curricular clubs have been promoted, coaches in lessons in Spring 2 term, virtual and face-to-face competitions, information and support for staying active during lockdown, advice and guidance on healthy eating, campaigns during the year to keep activity (e.g. Walk This May!), School Games Days, Tribute to Year 6.</b></p> <p><b>How has it been celebrated?</b>  <b>Fortnightly Sport &amp; PE newsletters, letters to whole school, VIP awards (Values in Practise), Pupil of the Week, certificates, pin badges, green points (school's behaviour policy), Google Classroom notices and celebrations.</b></p> <p><b>Evidence:</b> newsletters, blogs, social media, photos, assemblies</p>	<p>Regularly update noticeboards and social media platforms</p> <p>Engage children to contribute to school newsletters and/or managing the noticeboards</p> <p><b>PE newsletter and board to continue next year</b></p>
		£3190	<b>£3150</b>		

### Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i>
All staff to deliver high quality PE teaching and learning for all children	<p>Undertake a training needs analysis of all staff</p> <ul style="list-style-type: none"> <li>Staff to identify areas of training</li> <li>Appropriate internal or external training and/or resources to be identified and sourced</li> </ul> <p>Book 1 member of staff onto the AfPE safer practice in PE, school sport and physical activity workshop (£0 Incl. in Enhanced Membership)</p> <p><b>Real PE Jasmine subscription renewed in March and to include Real Gym, an assessment focus and, potentially, Dance (£1795 as of 03-01-21).</b></p> <p><b>NQT and one other staff member need Real PE training, unless all staff receive this on a training day offered by Real PE Jasmine (if Covid-19 restrictions allow.)</b></p>	£2500	£495	<p>What training opportunities were accessed by staff? <b>Summer staff meeting - Assessment wheel webinars so as to complete the baseline assessments.</b></p> <p>What resources were obtained? <b>Jasmine renewed and updated to include Real Gym and Real Dance (which was part of the curriculum that some teachers said they felt weaker on). Real Home was also offered in this benefitting parents and teachers (both teaching in and out of school).</b></p> <p>How have training and/or resources contributed to improved PE provision? <b>Clear objectives and purposes given to children during remote learning (with use of videos to help and encourage).</b></p> <p><b>Evidence:</b> curriculum planning, timetables, lesson observations, children's' feedback, children's academic progress</p>	<p>Schemes of work are revised</p> <p>Good practice and learning from courses is shared within whole school meetings</p> <p>Resources are available and shared with all staff</p> <p><b>Real PE training ideally offered to recently appointed staff</b></p>
Understand the local, regional and national PE, school sport and physical activity landscape	<p>Use a variety of platforms to keep up to date with changes to the sporting landscape and seek to engage in opportunities that could benefit staff and children</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Registered with all of the above and keep in regular contact with SSCO and phase leads in other local schools.</b></p>	£0	£0	<p>What local, regional or national events or campaigns have the school engaged in? <b>Walk This May! + Healthy Eating Week</b> Who have these opportunities benefited the most? <b>Google Classroom used to engage pupils and continue to share their experiences online (e.g, to celebrate a walk in May or to show a healthy recipe they have prepared or a menu that has been created)</b></p> <p>What is the lasting legacy of the children/staffs engagement in these opportunities?</p>	<p>Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities</p> <p>Share important messages with all staff</p> <p><b>Walk This May! and Healthy Eating Week to continue next year.</b></p>

				<p>Google Classroom seen as a tool to connect children and staff and not just to be used during remote learning. Parent engagement is higher (especially with younger children) as are needed to access this tool and support the child with the campaigns as well as getting the wider family involved (i.e. when you go for a walk).</p> <p><b>Evidence:</b> photos, observations, training opportunities</p>	
Management time + PE leads duties	<p>To ensure the amalgamation of the above objectives through management time (including observing other teachers).</p> <p>To enhance phase leaders knowledge and skills to ensure all key indicators are met.</p>	£600	£1383	<p>Notes recorded from each management time.</p> <p><b>Responsibilities included:</b></p> <ul style="list-style-type: none"> <li>- Long Term and Medium Term plans have been created in the last 12 months.</li> <li>- All risk assessments and events completed</li> <li>- Bi-weekly newsletters to inform parents</li> <li>- Extra-curricular clubs organised</li> <li>- Swimming, Tennis, Rugby and Fencing coaches in school organised during Spring 2</li> <li>- Various workshops during Summer 1 organised</li> <li>- Equipment and organisation of which maintained</li> <li>- Approximately 15 Virtual and face-to-face events took place across the year</li> <li>- Support and material given to colleagues during remote learning</li> <li>- Various campaigns introduced throughout the year</li> <li>- Schools Games Day</li> </ul> <p>School Games folder.</p> <p>Overview of PE in the school – WWW/EBI.</p>	Hopefully some time will continue in 2021/22
		£3100	£1878		

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

Key outcome indicator 4: Broader experience of a range of sports and activities offered 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 2021/2022?
Offer a diverse and needs led extra-curricular programme	<p>Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable</p> <ul style="list-style-type: none"> <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> <p><b>Multi Sports Extra-curricular clubs offered to all children from Year 1-6 for, at least, a 6-week period in the Spring Term (£3600).</b></p> <p><b>Potentially, sport-specific clubs will be offered in the summer term to classes / year groups (if bubbles change) based on participation.</b></p> <p><b>Workshops delivered to classes to support curriculum (e.g. Year 2 Chinese Dancing, Year 2 Hinduism dancing )</b></p>	£800	<b>£1535 = clubs £749 = workshops</b>	<p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)? <b>277 places (72%) accessed during the Summer term through class and year group multi skills sessions as well as Gymnastics and Athletics clubs as well as lunchtime Change4Life clubs.</b></p> <p>What were the percentages of girls and boys, and years groups represented within the clubs? <b>Boys = 42% Girls = 58%</b></p> <p>Which clubs were the most popular? <b>Offering the clubs for free and making them sports specific in KS2 during Summer 2 certainly raised the profile of these clubs.</b></p> <p><b>Due to Spring lockdown, the idea of offering clubs free for one half of a term and then introducing payment again changed to offering free clubs for longer.</b></p> <p>How did the children benefit from this provision? <b>Access to a club, enthusiasm shown for an event/opportunity to do something!</b></p> <p><b>Evidence:</b> registers, photos</p>	<p>Evaluate attendance at each club and adjust offer accordingly</p> <p>Use child voice to influence and engage specific cohorts of young people</p> <p><b>Freestyle will continue to offer clubs next year with the aim of using the Sports Premium to subsidise these making them more affordable to parents.</b></p> <p><b>PP children will be offered a free place in a club of their choosing for the year.</b></p>
Develop meaningful links to local sports clubs to develop pathways for	Acquire knowledge about local community sports providers	£1800	<b>£2292</b>	<p>What clubs have you developed links with? <b>Northampton Saints, Premier Tennis, Debutots and Kits Academy</b></p> <p>Why were these links chosen?</p>	Use qualified and experienced coaches to upskill school staff to extend opportunities within school for a desired sport

<p>children to move from school to community</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> <p><b>Tennis (Premier Tennis) and Rugby (Northampton Saints) to deliver, alongside class teacher, PE lessons over a 6-week period to Years 2, 3, 5 and 6 in the Summer Term 1.</b></p> <p><b>Potentially Cricket (Change to Shine, Northamptonshire County Cricket Club) will also be available for this for Years 1 and 4.</b></p>			<p><b>Northampton Saints + Premier Tennis = within the Year 2, 3, 5 and 6 curriculum during Spring 2 to enable children to progress from one year to the next as well as creating positive sports role models and links with community.</b></p> <p><b>Kits Academy = to raise the profile of the 2021 Olympics, Year 4 participate in one of the oldest events.</b></p> <p><b>Debutots = to support Year 3 during a particularly disruptive academic year</b></p> <p><b>Aqualight = Year 5 swimming</b></p> <p>How have children and/or staff benefited from the partnership?  <b>-CPD of staff</b>  <b>-Creating positive sports role models for children</b>  <b>-Introducing to sport specific lessons</b>  <b>-two families have started swimming lessons with Aqualight</b></p> <p><b>Evidence:</b> School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</p>	<p>Work with a couple of different sports each year to provide a focussed and concentrated approach</p> <p><b>Aqualight – continue with Year 5 (and hopefully Year 4)</b></p> <p><b>Hopefully, continue with Northampton Saints and Premier Tennis in Spring 2.</b></p>
<p>Provide a unique opportunity for a cohort of children who need opportunities to develop confidence, social skills and self-belief to access a transition project</p>	<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> <p><b>Forest Schools in Year 4 – equipment purchased</b></p>	<p>£0 (Incl. in Enhanced Membership)</p>	<p><b>£496</b></p>	<p>How many children were involved?  <b>SAS squad did not happen this year.</b>          What did the project involve?          What did the children achieve/again from being involved in the project?          How did/will the activities support them to develop confidence, self-esteem, social skills?</p> <p><b>During the Summer Term in Year 4, a group of children were selected to participate in a Forest Schools programme each week led by one of the teachers. The selection was based on life experiences, confidence and social skills.</b></p>	<p>Staff to continue to track progress in identified learning areas</p> <p>Support children to transition into extra-curricular opportunities</p> <p><b>Hope to re-start the SAS programme next year with Year 6 in 2021/22.</b></p> <p><b>To continue Forest Schools with the hope of offering it more widely across the school in 2021/22</b></p>

				<p><b>All children participated in outdoor learner-led experiences where exploration and discovery can take place</b></p> <p><b>Evidence:</b> photos, pre-post questionnaire, child and family feedback, teacher observations</p>	
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>	<p>£ (Incl. in Enhanced Membership)</p>	£0	<p>How many children accessed the Able &amp; Talented Multiskill Academy?</p> <p><b>Able &amp; Talented Academy did not happen this year</b></p> <p>What impact has the opportunity had on the child (ren)?</p> <p><b>Evidence:</b> Academy reports, attendance registers, photos, parent and child feedback</p>	<p>SSP to support schools to develop relationships and pathways with local community sports clubs</p> <p>SSP to support schools to identify particular opportunities for individual children</p> <p><b>Hope to re-start the Able &amp; Talented Academy next year in 2021/22</b></p>
		£2400	<b>£5072</b>		

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

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 2021/2022?
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	£40 (Incl. in Enhanced Membership)	£see 'provide opportunities for broad range of children to access Inter-School Competitions'	<p>How many children with SEND accessed Intra-School competitions:</p> <p><b>43 children</b></p> <p><b>Level 1 Basketball - Year 3</b></p> <p><b>Level 1 football - Year 4</b></p> <p><b>Level 1 Boccia - Year 5</b></p> <p><b>Virtual KS1 Festival - Year 1 + 2</b></p> <p><b>Virtual Sportshall Athletics - Year 4</b></p> <p><b>Virtual Gymnastics - Year 6</b></p> <p><b>School Games Day – EYFS + KS1*</b></p> <p><b>School Games Day – KS2*</b></p> <p><b>*medals provided to increase engagement into competition and celebrate success</b></p> <p>Inter-School competitions:</p> <p><b>13 children</b></p> <p><b>Year 3 Golf</b></p> <p><b>Year 3 Tennis</b></p> <p><b>Year 4 Tennis</b></p> <p><b>Year 4 Athletics</b></p> <p><b>Year 6 Athletics</b></p> <p><b>Year 6 Cricket x2</b></p> <p>What impact did their participation in a competition have on them?</p> <p><b>-Raise the profile of sport</b></p> <p><b>-Give children a sense of belonging</b></p> <p><b>-Opportunity given to children to show the School Games and school's values</b></p> <p><b>-Further opportunities for competition, team work, perseverance and motivation</b></p> <p><b>-Opportunity for able athletes to perform highlight when have not been</b></p>	<p>Incorporate inclusive sports into core curriculum lessons</p> <p>Provide opportunities for children with SEND to undertake leadership training</p> <p><b>To continue the intra-school competitions in 2021/22 which are embedded into the PE Medium Term Plan.</b></p> <p><b>To continue, as an enhanced school, with the inter-school competitions.</b></p>

				<p><b>able to do so for a prolonged period of time</b></p> <p><b>Evidence:</b> photos, teacher observation, team declarations</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"> <li>• Design a format to ensure all children are enthused to participate</li> <li>• Consider including personal challenges to encourage healthy competition</li> <li>• Upskill and deploy a cohort of young leaders</li> <li>• Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</li> </ul>	£0	£40	<p>How many children participated in the School Games Day? <b>384</b></p> <p>How did the School Games Day conclude a year-round programme of PE and school sport? <b>Round robin of activities based on objectives covered in Medium Term Plan as well as races to show agility and athletics curriculum.</b></p> <p>What does this day mean to the children?  <b>-opportunity to represent and earn points for their house</b>  <b>-opportunity to work as a team and encourage others</b>  <b>-able to show talents and skills learnt and practised in PE curriculum</b>  <b>-a sports event to signify the end of the year</b></p> <p>How do you ensure the event is inclusive?  <b>-activities adapted to ensure inclusion</b>  <b>-Games occurring in year groups this year, giving more ownership on the year group's team as to create the activities</b></p> <p><b>Evidence:</b> photos, event programme, young leader training days</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> <p><b>School Games Day to continue in 2021/22</b></p>
<p>Provide opportunities for all children to access personal challenge activities</p>	<p>Organise and deliver a series of Personal Challenge opportunities</p> <ul style="list-style-type: none"> <li>• Ensure activities are School Games compliant</li> <li>• Deploy young leaders and/or staff to facilitate the opportunities</li> </ul>	£0	£0	<p>How many children participated? <b>384</b></p> <p>How and when did you provide the opportunities? <b>Embedded into Medium Term Plans and on display in the gym</b></p>	<p>Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future.</p>

	<ul style="list-style-type: none"> <li>Consider how these competition could be linked to whole school house systems</li> </ul> <p>Participation is shown on the School Games Dashboard.</p>			<p>How did the opportunity to compete against themselves help those children least engaged in physical activity, impact them in PE lessons and in other aspects of their learning?</p> <p>Some children often feel discouraged to compete against those when they can all predict the result. Competing against self will require the child to motivate self and perform at their best in the hope that results improve on a regular basis.</p> <p>Evidence: photos, qualitative data, lesson observations</p>	<p>Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities</p>
<p>Provide opportunities for all children to access Intra-School Competitions</p>	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> <li>Ensure activities are School Games compliant – consider accessing NSport resources</li> <li>Deploy young leaders and/or staff to facilitate the opportunities</li> <li>Consider how these competitions could be linked to whole school house systems</li> </ul> <p>Participation is shown on the School Games Dashboard.</p>	£0	£0	<p>How many children participated in at least one Intra-School competition?</p> <p>384 children (804 places)</p> <p>Level 1 Basketball - Year 3</p> <p>Level 1 football - Year 4</p> <p>Level 1 Boccia - Year 5</p> <p>Virtual KS1 Festival - Year 1 + 2</p> <p>Virtual Sportshall Athletics - Year 4</p> <p>Virtual Gymnastics - Year 6</p> <p>School Games Day – EYFS + KS1</p> <p>School Games Day – KS2</p> <p>What did the experience give to the children?</p> <ul style="list-style-type: none"> <li>-Raise the profile of sport</li> <li>-Give children a sense of belonging</li> <li>-Opportunity given to children to show the School Games and school's values</li> <li>-Further opportunities for competition, team work, perseverance and motivation</li> <li>-Opportunity for able athletes to perform highlight when have not been able to do so for a prolonged period of time</li> </ul> <p>Evidence: photos, young leaders deployed, observations, social media, newsletters</p>	<p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities</p> <p>Intra-school competitions embedded into Medium Term Plans so as to continue in 2021/22</p>

<p>Provide opportunities for broad range of children to access Inter-School Competitions</p>	<p>Access School Sport Partnership or Cluster organised Inter-School competitions</p> <ul style="list-style-type: none"> <li>• Ensure activities are School Games compliant</li> <li>• Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children</li> <li>• Ensure children are adequately prepared for the competitions to ensure a positive competition experience</li> <li>• Consider how school representatives are rewarded for the achievements</li> </ul> <p><b>Participation is shown on the School Games Dashboard.</b></p>	<p>£0 (Incl. in Enhanced Membership)</p>	<p><b>£2048 – staff costs and ongoing duties</b></p>	<p>What competitions did you attend?  <b>Year 3 Golf</b>  <b>Year 3 Tennis</b>  <b>Year 4 Tennis</b>  <b>Year 4 Athletics</b>  <b>Year 6 Athletics</b>  <b>Year 6 Cricket x2</b>  <b>Celebration of Sport</b></p> <p>How many different children represented the school?  <b>124 children</b></p> <p>How did the experience contribute to other aspects of the children’s learning and social development?  <b>-Raise the profile of sport</b>  <b>-Give children a sense of belonging</b>  <b>-Opportunity given to children to show the School Games and school’s values</b>  <b>-Further opportunities for competition, team work, perseverance and motivation</b>  <b>-Opportunity for able athletes to perform highlight when have not been able to do so for a prolonged period of time</b></p> <p><b>Evidence:</b> Team Declaration Forms, photos, teacher observations</p>	<p>Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals</p> <p>Upskill young leaders to support practice sessions and team management roles and responsibilities at the competitions</p> <p><b>School Games calendar offers a wide range of competition structures catering for all children.</b></p> <p><b>Hopefully, Kings4Gold will be reinstated at the local secondary school.</b></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>• Consider the team selection and the competition eligibility</li> <li>• Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school</li> <li>• Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children</li> </ul> <p><b>Participation is shown on the School Games Dashboard.</b></p>	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£0</p>	<p>How many different children accessed these opportunities?  <b>Most competitions were linked to the year group’s curriculum. Some additional practise was given within lessons as well as provided by PE lead during lunchtimes.</b></p> <p>How effective were the pre-Inter School competition practice sessions?  <b>Children arrived at the events feeling confident and knowledgeable for the competition. Successes were achieved in Golf, Tennis and Athletics.</b></p>	<p>Identify focus sports for year groups and the whole school – link these into an extra-curricular offer to ensure children are adequately prepared for competition</p> <p>Upskill staff to ensure practice sessions are of a high quality teaching the children accurate skill development and the rules</p> <p><b>Mostly, depending on the School Games calendar children will participate in competitions which are linked to the PE curriculum.</b></p>

				<p>Did staff gain further knowledge, skills and ideas from attending?  <b>Staff are always encouraged to improve their CPD from these events.</b>  <b>Evidence:</b> participation tracking, photos, competition results, in school opportunities</p>	
<p>Extend opportunities for children to represent their school, whilst exploring new sports and activities in a safe and friendly festival environment</p>	<p>Access Multisport Festivals planned and delivered by Cluster host secondary school</p> <ul style="list-style-type: none"> <li>Select children who are unlikely to represent the school in other sports opportunities</li> <li>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</li> </ul> <p><b>Participation is shown on the School Games Dashboard.</b></p>	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£0</p>	<p>How many children participated in a festival? <b>Year 1 + Year 2 = 104 children</b></p> <p>How did the children generally feel about the opportunity to attend the event? <b>Festival held in the Autumn Term within school. them to a variety of equipment.</b></p> <p>What impact did the experience have on the children? <b>Children enjoyed the experience which introduced</b></p> <p>How do you think this opportunity could inspire and enthuse them? <b>Builds enthusiasm for small-skills activities, opportunity to encourage peers, engaging in a variety of activities.</b>  <b>Evidence:</b> participation tracker, photos, staff observations, parental feedback</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><b>Multi Sports Festivals planned for Years 2-5 as well as Year 6 Spirit of the Games.</b></p>
<p>Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting</p>	<p>Access termly School Sport Partnership or Cluster Year 3/4 Festivals</p> <ul style="list-style-type: none"> <li>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</li> <li>Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day</li> </ul> <p><b>Summer Term 1 (see KI 4)</b>  <b>Year 3 – Tennis coaching</b>  <b>Year 4 – Tennis Coaching</b></p>	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£0</p>	<p>How many children participated in a festival? <b>16 children (8x Year 3 and 8x Year 4)</b></p> <p>How did the children generally feel about the opportunity to attend the event? <b>Children were extremely excited on being selected and in participation, in particular because it was their first time away from school in the academic year.</b></p> <p>What impact did the experience have on the children? <b>Children re-gained a 'sense of normality', speaking about previous events that they had been to prior to March 2020 and asking about future events.</b></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><b>Due to the results, 4 of the children were selected for the Celebration of Sport Festival.</b></p> <p>How do you think this opportunity could inspire and enthuse them?  <b>Children to recognise abilities they did not know they had, celebrate success and participation.</b></p> <p><b>Also, children's opportunities inspire the curiosity and enthusiasm of other children. Events shared in Sport &amp; PE newsletters for other children to see.</b>  <b>Evidence:</b> participation tracker, photos, staff observations, parental feedback</p>	
Equipment	All of the above activities are achievable through a range of equipment purchased throughout the year to replenish stock and introduce children to a wide range of activities.	£2000	<b>£400</b>	<b>Due to a wide range of high quality equipment brought last year, only some needed to be re-stocked and improved with a focus on OAA.</b>	
Provide access to transport to enable children and staff to access opportunities	Access to transport where required to take children to competitions and events	£1000	<b>£1360</b>	<p>Consider the cost of the transport against the impact the opportunities have on the children and whole school?  <b>A reduction in face-to-face competitions this year led to low usage of transport however an increase in price was noted. Also, due to school risk assessments, multiple transport needed to be acquired for some events so as year groups travelled separately.</b></p> <p><b>Evidence:</b> competition registrations</p>	To ensure a similar amount is allocated for competitions next year
		£3040	<b>£3848</b>		

## Accountability

It is a statutory requirement of Ofsted, under their Common Inspection Framework, 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.

<b>Completed by:</b>	Rachel Coe	<b>Date:</b>	14-07-21
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<b>Document updated</b>	03-01-21	20-06-21	14-07-21					
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## Department for Education guidance on how to use the Primary PE and Sport Premium – updated October 2020

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation, and is central to meeting the government’s ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people’s physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The School Sport Activity Action Plan set out government’s commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day, with a recommendation of 30 minutes of this delivered during the school day (in line with the Chief Medical Officer guidelines which recommend an average of at least 60 minutes per day across the week).

The PE and Sport Premium can help primary schools to achieve this aim, providing primary schools with £320m of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils. The PE and Sport Premium survey highlighted the significant impact which PE and Sport has had in many primary schools across England.

### **Schools must use the funding to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport you offer.**

This means that you should use the premium to:

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

### **Schools can use the premium to secure improvements in the following indicators:**

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

### **What should your funding NOT be used for?**

*The Secretary of State does not consider the following expenditure as falling within the scope of additional or sustainable improvement:*

- Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of schools’ core staffing budgets
- Teaching the minimum requirements of the national curriculum PE programmes of study – including this specified for swimming
- Fund capital expenditure

## Active Miles

If schools choose to take part in an active mile, they should use existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.

## Schools compliance

You are accountable for how you use of the PE and sport premium funding allocated to you. You are expected to spend the grant for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered. Schools and local authorities must follow the terms and conditions in the conditions of the grant documents.

## Ofsted inspections

Ofsted's new [Inspection Framework](#), which came into effect from September 2019, gives greater recognition to schools' work to support the personal development of pupils, such as the opportunities they have to learn about eating healthily and maintaining an active lifestyle. Inspectors will expect to see schools delivering a broad, ambitious education, including opportunities to be active during the school day and through extra-curricular activities. Schools should consider how they use their PE and Sport Premium to support this.

## Online reporting

Schools must publish details of how you spend your PE and sport premium funding by the end of the summer term or by **31 July 2021 at the latest**. If you have any carried forward funding from academic year 2019 to 2020 you should show separately how this funding has been spent and confirm that it has been spent before 31 March 2021.

Online reporting must include:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be sustainable in the future

You are also required to publish the percentage of pupils within your year 6 cohort in the 2020 to 2021 academic year who met the national curriculum requirement to:

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

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

## **Review of online reports**

Schools' online reporting is monitored through an annual sample of schools. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on PE and sport premium funding and swimming attainment. The results are then shared with DfE and help to ensure that Active Partnerships can offer schools in their local area the most relevant support.

## **Payment dates for the 2020/2021**

### **Maintained schools, including PRU's and general hospitals**

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

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

- 7/12 of your funding allocation on 30 October 2020
- 5/12 of your funding allocation on 30 April 2021

### **Academies, free schools and CTCs**

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

- 7/12 of your funding allocation on 2 November 2020
- 5/12 of your funding allocation on 4 May 2021

### **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 2 November 2020
- 5/12 of your funding with the first payment you have scheduled with us after 4 May 2021

## **Useful websites**

### **PE and sport Premium: guidance document**

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2020-to-2021>

### **PE and sport premium for primary schools**

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

### **Association for Physical Education**

<http://www.afpe.org.uk/physical-education/advice-on-sport-premium/>

### **Youth Sport Trust**

<https://www.youthsporttrust.org/PE-sport-premium>