

# 2021/2022 PE AND SPORT PREMIUM DEVELOPMENT PLAN

## *EVIDENCING THE IMPACT & SUSTAINABILITY*

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 and activity action plan sets out the government's commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day. It recommends 30 minutes of this is 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 commitment, providing primary schools with £320 million 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.

**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 2021 to 2022 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

### INTENT STATEMENT

*'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*

## 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 2020 to 2021 academic year, which must be spent by 31<sup>st</sup> July 2022.

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

- develop or add to the PE, physical activity and sport that your school provides
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- 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 2021/2022

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 2021/2022

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2022/2023?
<p>1. Engagement of all pupils in regular physical activity</p>	<p>Key <b>ACHIEVEMENTS</b> Real Leaders training and the Commonwealth Legacy</p> <p>Impact on <b>PARTICIPATION</b> Real Leaders training has been embedded into the PE curriculum, allowing a year group to all have the opportunity to be trained.</p> <p>Impact on <b>ATTAINMENT</b> A whole year group (57 children) have had the opportunity to develop their leadership skills during two 6-weeks programmes throughout the year. This training within their PE lessons has then migrated into extra-curricular clubs, lunchtimes and some are currently involved in the Commonwealth Games Legacy.</p>	<p>Completed in Summer Term</p>
<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> 65% of School Games competitions in line with school's curriculum creating a more purposeful whole school approach to sport, development, progress and competition.</p> <p>Impact on <b>PARTICIPATION</b> 30 Sports Events participated in this year run by Northamptonshire Sport (20 Level 2 Games) equating to 364 child places.</p> <p>Impact on <b>ATTAINMENT</b> Children are prepared, confident and motivated to participate in competitions, enjoyment and purpose has also increased as well as whole cohort (class) aware of the competition and supporting the group that is participating.</p>	
<p>3. Increase confidence and skills of staff in teaching PE and Sport</p>	<p>Key <b>ACHIEVEMENTS</b> CPD opportunities amongst staff (staff meeting, lesson observations of good practise, lesson observations and feedback of staff, NQT support, 1:1 support with some staff members, observation of club coaches during PE lessons and team teach, schemes of work and an assessment tool, staff audit) has created an evolved teaching style and more confident staff members.</p> <p>Impact on <b>PARTICIPATION</b> All staff teach PE 2 hours of PE in school involving and PE and a Games lesson, deliver the Level 1 games and are involved in preparing them for Level 2 competitions.</p> <p>Impact on <b>ATTAINMENT</b> Staff are more confident in assessing children in PE which happens three times a year.</p>	
	<p>Key <b>ACHIEVEMENTS</b> 1 - Wider variety of extra-curricular clubs on offer to children throughout the year.</p>	

4. Broader experience of a range of sports and activities offered to all pupils	2 – Taster sessions from local clubs have been delivered to EYFS-Year 6 (Premier Tennis, Northampton Saints, Steelbacks Cricket).	
	<p>Impact on <b>PARTICIPATION</b></p> <p>1 - Participation increased from 17% in the Autumn Term to 33% in the Spring Term (Year 1-6). <b>Aim to increase by Summer Term.</b></p> <p>2 – All children participated in these, raising awareness of local sports clubs</p>	
	<p>Impact on <b>ATTAINMENT</b></p> <p>1 - Physical activity levels increased, children in school for a before school club when they may have normally not been on time, young leaders supporting some clubs.</p> <p>2 – Participation increased in extra-curricular clubs from participating in the taster session, 18 children have joined a holiday camp or these clubs permanently from the information provided by the local clubs</p>	
5. Increased participation in competitive sport	<p>Key <b>ACHIEVEMENTS</b></p> <p>Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting = Bikeability programme implemented to Year 4.</p>	
	<p>Impact on <b>PARTICIPATION</b></p> <p>60% of year group responded and attended the programme, learning how to stay safe in the community.</p>	
	<p>Impact on <b>ATTAINMENT</b></p> <p><b>To link with an Active Travel campaign which will start in the Summer Term, led by Young Leaders.</b></p>	

## 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	2021/2022
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 for any 2019/2020 funding being carried forward ✓ Must be spent by 31 <sup>st</sup> July 2022	<b>£3385</b>	<b>SUB TOTAL</b>	<i>Spent in 2020/21 and justified in that year's Sports Premium Report</i>
<b>2020/2021 Underspend</b> ✓ Section below must be completed for any 2020/2021 funding being carried forward ✓ Must be spent by 31 <sup>st</sup> July 2022	<b>£370</b>	<b>SUB TOTAL</b>	<b>£370</b>
<b>2021/2022 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>19070</b>
<b>GRAND TOTAL</b>			<b>£19440</b>
<b>Key outcome indicator 1:</b> Engagement of all pupils in regular physical activity	<b>Planned Expenditure: % of total allocation*:</b>	<b>£3900 (20%)</b>	<b>Actual expenditure: % 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: % of total allocation*:</b>	<b>£2875 (15%)</b>	<b>Actual expenditure: % 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: % of total allocation*:</b>	<b>£2500 (13%)</b>	<b>Actual expenditure: % 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: % of total allocation*:</b>	<b>£2660 (14%)</b>	<b>Actual expenditure: % of total allocation:</b>
<b>Key outcome indicator 5:</b> Increased participation in competitive sport	<b>Planned Expenditure: % of total allocation*:</b>	<b>£5150 (27%)</b>	<b>Actual expenditure: % of total allocation:</b>
		<b>£17085 (90%)</b>	

\*of the 2021/22 Funding (£19070)

**2020/2021 Underspend:** Use this section to detail how any underspend from 2020/2021 will be spent during the academic year 2021/2022

*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 2020/2021. Any underspend MUST be spent in full by 31<sup>st</sup> July 2022*

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 2022/2023?</i>
Enrich areas of the curriculum (net games + OAA)	Purchase Equipment (Spikeball Sets as well as indoor Badminton/Tennis nets and Orienteering activities)	£370		Enriched PE curriculum, children accessing skilling across a range of games therefore broadening the curriculum, providing links with other subjects (e.g. Geography and PSHE) and opportunities children experiences by the time they leave primary school.	
Increase physical activity across the curriculum	Purchase a 3-year subscription of Active Maths	£1500		Increase physical activity across the curriculum and move it into the classroom, engage children and improve concentration levels, therefore attainment.	To embed Active Maths into the maths curriculum to increase physical activity within the classroom.

## 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> <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>	£2500	£	<p>How many children have accessed the programme over the term/academic year?</p> <p><b>CHANGE4LIFE YEARS 3-5</b> Autumn Term = 36 children (22%) Spring Term = 40 children (25%) Summer Term =</p> <p><b>SCHOOL CLUBS YEARS 1-6</b> Autumn Term (subsidised) = 52 children (17%) Spring Term (more variety) = 101 children (33%) Summer Term =</p> <p>What impact has the programme had on the children's health &amp; well-being, attendance, attainment?</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>64% of children take part in an extra-curricular club outside of school/in the community (most popular = football, dance, gymnastics and swimming)</p> <p>Upskilling and deployment of staff and young leaders. Continue Real Leader training to all of Year 5 in the PE curriculum (see MTP) so that all children are receiving the same opportunity. From here, create a team of motivated and dedicated 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>
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? Children less active than pre-covid measures due to eating arrangements (spending more time in the classroom than outside at lunchtimes).</p> <p>What did the 2<sup>nd</sup> phase Heat Maps look like? Increase activity at lunchtime due to increase participation in extra-curricular clubs and activities run by young leaders.</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>Some year groups take part in active maths and active grammar to improve focus and move away from classroom-based activities.</p> <p>Did the teacher change anything to increase the amount of time the children were active within the curriculum? Increased use of golden mile and short bursts of activity (including drama) to increase physical activity.</p> <p>Can the school demonstrate that every child is offered/accessing 30 active minutes each day? KS1 = 60 minutes playtime outside (2x15 minute breaks and 30 minutes outdoor time at lunch as well as 2 hours of PE a week and extra-curricular club opportunities available daily.</p> <p>KS2 = 45 minutes playtime outside (2x15 minute breaks and 30 minutes outdoor time at lunch as well as 2 hours of PE a week and extra-curricular club opportunities available daily.</p> <p><b>Evidence:</b> A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</p>	Staff share good practice and resources that have helped to increase the quality and quantity of physical activity time within the curriculum
Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy	<p>Provision for 2 hours of high-quality curriculum PE per week for ALL children</p> <ul style="list-style-type: none"> <li>• <i>Ensure lessons are well structured, differentiated and progressive</i></li> <li>• <i>Provide opportunities for all children to 'learn to lead'</i></li> </ul>	<p>£1400 (dance workshops + equipment)</p> <p>(Teacher CPD costs outlined in section 3)</p>	£0	<p>How many hours of curriculum PE is each year group receiving? 2 hours = this has increased (particularly with EYFS/KS1 due to the time allowing children to get changed removed as children arrive to school in their PE kit). This has also made sure that children are adequately dressed for PE (rather than forgetting kit) which has boosted motivation and participation.</p> <p>How do you ensure that every child is reaching their PE potential? Plans state what each hour should be used for within the week. Plans specify the</p>	<p>To ensure that the skills and knowledge is being passed in a sequential a clear way from teacher to child so that they are able to articulate what they are developing, why and what they have done in the past that has linked to this.</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>objectives covered within each unit of PE (on a central MTP document as well as individual schemes of work which break the units down in lessons.</p> <p>Year 6 = dance workshop given to engage students and as an initial start to the Dance Unit.</p> <p>How do you use physical activity in the wider curriculum?  Year 2 – Chinese Dance Workshop (to support theme)  Year 4 – Hindu Dance Workshop (to support RE unit)</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?  Year 5 Real Leaders Training to place in November.</p> <p>All Year 5 will benefit from Real Leaders modules this year and have the opportunity to lead lessons, lunchtime activities, support in clubs and create a School Games Day linked with the Commonwealth Games.</p> <p><b>Evidence:</b> Curriculum timetables, short, medium and long terms planning, photos, Assessment, behaviour, enjoyment</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>
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## 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><i>Regularly engaged with the Cluster SSCo; SSCo will provide 1-2-1 support to schools, deliver the cluster aspect of the programme such as Multisport Festivals and support school and will support the delivery, embedding and review of the real Leaders programme</i></p>	£2800	£	<p>What has the school gained by being an SSP Enhanced School?</p> <p>Participation in the School Games therefore valuable school vs. school competitions (planned from Year 3) as well as other events (planned from Year 1).</p> <p>Links with Northamptonshire Sport, a secondary school link (SSCo is at NIA) and cluster primary schools creating invaluable support and guidance.</p> <p>Providing inclusive opportunities for children due to the competition structure in Years 3-6.</p> <p>Giving children access to the Able &amp; Talented programme in Years 4-6.</p> <p>Years 5 participating in the Real Leaders programme.</p> <p>Which groups of children/adults within your school have benefited the most?</p> <p>Year 4 have a multi sports day and the Town Cross Country as well as a substantial amount of the Year 3/4 events.</p> <p>Year 5 have the Real Leaders opportunity, the Town Cross Country and a multi sports day as well as a substantial amount of Year 5/6 events.</p> <p><b>Evidence:</b> Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events</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>Achieve Gold School Games Mark Award</p>	<p>Use the 2021/2022 School Games Mark Action Plan to ensure this is a year-round scheme to develop meaningful opportunities for all pupils and whole school development</p> <ul style="list-style-type: none"> <li>• <i>Collect necessary evidence throughout the year</i></li> <li>• <i>Share scheme with all staff and ask for their support to achieve desired award level</i></li> </ul>	<p>£0</p>	<p>£</p>	<p>How did planning and reviewing your school's position against the criteria lead to positive changes within the school? <i>School meets criteria in most areas strongly.</i></p> <p><b>Outcome 2 = Active Travel campaign to be delivered in the Summer Term</b></p> <p><b>Outcome 4 = more opportunity for young leaders in the Summer Term.</b></p> <p>How has the award improve/changed the profile of PE, school sport and physical activity within the school?</p> <p><b>Evidence:</b> action plan and necessary evidence associated for the award level</p>	<p><i>To aspire for Platinum Mark after hopefully receiving Gold Mark for 4 years (2021/22, 2018/19, 2017/18, 2016/17)</i></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>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>• <i>Use the real Leaders Action Plan to support in the planning and implementation of the training</i></li> </ul>	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£</p>	<p>How many young people have accessed core leadership training? <i>28x Year 5 children (50% of Year group) accessed the initial core training by Northamptonshire Sport.</i></p> <p><i>56 children (100% of year group) took part in the Real Leaders modules led by PE lead during part of PE lessons in the Autumn and Summer Terms (see MTP)</i></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? <i>Confidence and qualities to lead a group of peers but also the ability to be led as well. Composure, organisation and leadership abilities have improved. With the whole year group accessing this training and opportunity, it has been rewarding to see some children that may not necessarily have been chosen for the role based on the sporting abilities greatly succeed.</i></p>	<p>Recruit previously training young leaders to take on mentoring roles and responsibilities <i>Autumn Term: 2x Year 6 were sent to a Rugby Festival as 'assistant coaches' 4x Year 6 were brought in to support the preparation for a Year 5 gymnastics event.</i></p> <p>Consider how higher-level leadership training and deployment opportunities can be provided. <i>Children to continue to be selected for the Young Leaders Conference and deployed to lead campaigns (similar to the Commonwealth Games Legacy and Active Travel).</i></p>

				<b>Evidence:</b> photos, deployment plans, observations	
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 things PE, school sport and physical activity	Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school <ul style="list-style-type: none"> <li>• <i>How young leaders will be recruited fairly</i></li> <li>• <i>How the meetings will be structured and items to be discussed – can there be a 2-way process with the main school council?</i></li> </ul>	£25 - badges	£	<p>What were the main objectives for the group? <b>Sports Captains</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><b>Evidence:</b> meeting minutes, reports, celebrations</p>	<p>Ensure Year 4/5 children are co-opted into the group to provide sustainability and continuation within the group year on year</p> <p>SLT to consider ways to provide the group with meaningful opportunities for influencing and decision making within the whole school</p> <p>Provide a suitable platform for the voice of the children to be heard and taken seriously</p>
Share and celebrate achievements in PE, school sport and physical activity	Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly <ul style="list-style-type: none"> <li>• <i>Use a noticeboard and/or school digital system to publicly share success from within and outside of school</i></li> <li>• <i>Use social media to highlight school sport success and progress within PE</i></li> <li>• <i>Consider how the School Games Values or school values could be used to reward behaviours</i></li> </ul>	£50	£	<p>What has been celebrated?</p> <p><b>Fortnightly Sport &amp; PE Newsletters to all parents/staff to celebrate School Games participation, other active events (e.g. School Cross Country, Beat the Streets, Club time tables, a focus on a year group's curriculum each month). Includes photos.</b></p> <p><b>Displays in school corridor and the gym.</b></p> <p><b>Rewards and participation in class/year/KS assemblies.</b></p> <p><b>Rewards = medals, certificates, stickers, hats, badges.</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>

### Key outcome indicator 3: Increased confidence, knowledge and skills of all staff 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 2021/2022?
All staff to deliver high quality PE teaching and learning for all children	Undertake a training needs analysis of all staff <ul style="list-style-type: none"> <li>• Staff to identify areas of training</li> <li>• Appropriate internal or external training and/or resources to be identified and sourced</li> </ul>	£2500 (PE lead management cover and Jasmine membership)	£	What training opportunities were accessed by staff? PE lead receives management time to ensure the curriculum is planned, being delivered and assessed appropriate as well as planning and preparing for the School Games events (including administration duties of letters, risk assessments and other paperwork).  Jasmine Active renewal and upgrade to include Real Dance and Real Foundation that is being followed by staff (Real Gym to be explored in Year 5 with PE lead and potentially given to all staff in 2022/23).  Staff meeting = make clear PE intentions, lesson expectations, LTP/MTP and support given to complete Assessment Wheels each term.  Support given to returning staff members from maternity leave.  Support given to staff who felt a lack of confidence (from staff audit) through lesson support, discussions and team teach.  What resources were obtained? Real Dance, Real Foundation, Real Gym, Assessment Wheels,  How have training and/or resources contributed to improved PE provision?	Schemes of work are revised  Good practice and learning from courses is shared within whole school meetings  Resources are available and shared with all staff

				<b>Evidence:</b> curriculum planning, timetables, lesson observations, children's feedback, children's academic progress	
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 <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>	£0	£	<p>What local, regional or national events or campaigns have the school engaged in?</p> <p>Throughout the year = School Games, Youth Sport Trust, Sport England, Northamptonshire Sport, AfPE</p> <p>November/December = Beat the Street</p> <p>January = Red January</p> <p>May = walk This May!</p> <p>July = Commonwealth Games</p> <p>Who have these opportunities benefited the most?</p> <p>Children, staff and parents.</p> <p>Beat The Street = a superb way for West Northants to coincide technology with physical activity. Participation and leadership boards were monitored within classes and shared in the PE &amp; Sports Newsletters.</p> <p>What is the lasting legacy of the children/staffs engagement in these opportunities?</p> <p><b>Evidence:</b> photos, observations, training 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>

### 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>	£1000 (Autumn subsidised fees)	£	<p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)?</p> <p>CHANGE4LIFE YEARS 3-5 Autumn Term = 36 children (22%) Spring Term = 45 children (27%) Summer Term =</p> <p>SCHOOL CLUBS YEARS 1-6 Autumn Term (subsidised) = 52 children (17%) Spring Term (more variety) = 103 children (29%) Summer Term =</p> <p>What were the percentages of girls and boys, and years groups represented within the clubs?</p> <p><b>AUTUMN TERM:</b> Due to adhering to risk assessments and minimising the spread of Covid, 2 year groups only were allowed to mix being offered one club. This has obviously impacted on numbers participating in school clubs. These, however, were subsidised with parents being aware it would be for the Autumn Term only and taster sessions offered in September to boost interest and awareness.</p> <p>Year 1 = 11 children (4g + 7b) Year 2 = 6 children (2g + 4b) Year 3 = 9 children (5g + 4b) Year 4 = 8 children (4g + 4b) Year 5 = 8 children (3g + 5b) Year 6 = 10 children (4g + 6b)</p> <p>Year 1 = 19%</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>Focus earlier on cohorts with low participation levels, conduct pupil voice on what clubs would like in the school.</p>

				<p>Year 2 = 8%</p> <p>Year 3 = 16%</p> <p>Year 4 = 14%</p> <p>Year 5 = 14%</p> <p>Year 6 = 21%</p> <p><b>SPRING TERM:</b></p> <p>Year 1 = 23 children (11g + 12b)</p> <p>Year 2 = 21 children (9g + 12b)</p> <p>Year 3 = 15 children (6g + 9b)</p> <p>Year 4 = 18 children (9g + 9b)</p> <p>Year 5 = 13 children (5g + 8b)</p> <p>Year 6 = 11 children (6g + 5b)</p> <p>Year 1 = 39%</p> <p>Year 2 = 41%</p> <p>Year 3 = 26%</p> <p>Year 4 = 32%</p> <p>Year 5 = 23%</p> <p>Year 6 = 23%</p> <p><b>SUMMER TERM:</b></p> <p>Which clubs were the most popular?</p> <p>Autumn Term = only offered one club per 2 year groups (Year 1/2 = Football, Year 3/4 = gymnastics, Year 5/6 = Dodgeball) due to minimising mixture of year groups.</p> <p>Spring Term = 5 clubs now being offered to Year 1-6 meant that participation increased. Taster sessions were also offered in January to boost rates. All club places were filled with football having the longest reservation list.</p> <p>Summer Term =</p> <p>How did the children benefit from this provision?</p> <p><b>Evidence:</b> registers, photos</p>	
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<p>Develop meaningful links to local sports clubs to develop pathways for children to move from school to community</p>	<p>Acquire knowledge about local community sports providers</p> <ul style="list-style-type: none"> <li>• <i>Consider links to clubs where the sport is either popular within school or attendance at clubs is high</i></li> <li>• <i>Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards</i></li> <li>• <i>Consider how the relationship can be reciprocal</i></li> </ul>	<p>£1660 (Premier Tennis and Northampton Saints within lessons to support staff CPD and children's outcome)</p>	<p>£</p>	<p>What clubs have you developed links with?  Freestyle Sports &amp; Art  Debutots Northampton &amp; Daventry  Premier Tennis  Northampton Saints  Northamptonshire Trampoline Gymnastics Academy  Aqualight  Northamptonshire County Cricket</p> <p>Why were these links chosen?  Freestyle Sports &amp; Art and Debutots Northampton &amp; Daventry = extra-curricular clubs</p> <p>Premier Tennis and Northampton Saints = CPD for staff, to raise the profile of sports and coaches for children, competitive opportunities, ability to identify able &amp; talented children for programmes</p> <p>NTGA = support with School Games, ability to identify able &amp; talented children (2 have been identified in the Autumn Term)</p> <p>Aqualight – school swimming provider</p> <p>How have children and/or staff benefited from the partnership?</p> <p><b>Evidence:</b> School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</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>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>• <i>Identify a cohort of children who meet the outlined criteria</i></li> <li>• <i>Identify a member of staff to support and accompany the children</i></li> <li>• <i>Celebrate the achievements of these children within school and with their families</i></li> </ul>	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£0 (transport costs stated later)</p>	<p>How many children were involved?  Year 6 x6</p> <p>What did the project involve?  Player Rangers, Martial Arts, Indoor Climbing and Trampolining</p> <p>What did the children achieve/again from being involved in the project?  A sense of belonging, gaining insight into new skills, being provided with new</p>	<p>Staff to continue to track progress in identified learning areas</p> <p>Support children to transition into extra-curricular opportunities</p>

				<p>opportunities, improved confidence in speaking to adults and their peers.</p> <p>Other children in the year group, who did not participate from this experience, expressed their understanding of why certain children were chosen and observed improved confidence in some of their peers through Pupil Voice.</p> <p>How did/will the activities support them to develop confidence, self-esteem, social skills?</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>• <i>Staff to nominate children who exhibit higher level learning potential in their multi-abilities rather than their ability to perform high in just 1 sport</i></li> <li>• <i>Staff to track children participation and progress</i></li> </ul>	<p>£0 (Incl. in Enhanced Membership)</p>	£0	<p>How many children accessed the Able &amp; Talented Multiskill Academy?</p> <p>Year 4 x2 Year 5 x2 Year 6 x2 All children attended the camps in the Autumn and Spring holidays.</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>

## 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	£0 (Incl. in Enhanced Membership)	£	<p>How many children with SEND accessed Intra-School competitions:</p> <p>Autumn Term = Year 6 = 8 children (100%) Year 5 = 10 children (100%) Year 4 = 5 children (100%) Year 3 = 4 children (100%) Year 2 = 5 children (100%)</p> <p>Spring Term = Year 6 = 8 children (100%) Year 5 = 10 children (100%) Year 4 = 5 children (100%) Year 3 = 4 children (100%)</p> <p>Summer Term = Year 5 = 10 children (100%) Year 2 = 5 children (100%)</p> <p>Inter-School competitions: Autumn Term = 5 children (16%) Spring Term = 14 children (47%) Summer Term = 7 children (22%)</p> <p>Other events (e.g. Multi Sports Days, Town Cross Country, Student Aspiration Squad) Autumn Term = 6 children (19%) Spring Term = 13 children (40%) Summer Term = 12 children (38%)</p> <p>School Games Day / Spirit of the Games: 32 children (100%)</p> <p>What impact did their participation in a competition have on them?</p>	<p>Incorporate inclusive sports into core curriculum lessons</p> <p>Provide opportunities for children with SEND to undertake leadership training</p>

				<b>Evidence:</b> photos, teacher observation, team declarations	
Host a School Games Day that culminates in a year-round programme of PE and school sport	Plan and deliver a School Games Day that is inclusive of all children <ul style="list-style-type: none"> <li>• <i>Design a format to ensure all children are enthused to participate</i></li> <li>• <i>Consider including personal challenges to encourage healthy competition</i></li> <li>• <i>Upskill and deploy a cohort of young leaders</i></li> <li>• <i>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</i></li> </ul>	£150 (medals, stickers, equipment)	£	<p>How many children participated in the School Games Day?</p> <p>How did the School Games Day conclude a year-round programme of PE and school sport?</p> <p>What does this day mean to the children?</p> <p>How do you ensure the event is inclusive?</p> <p><b>Evidence:</b> photos, event programme, young leader training days</p>	Evaluate the success of the event <ul style="list-style-type: none"> <li>• Ease of planning and delivering</li> <li>• Feedback from parents, staff and children</li> </ul>
Provide opportunities for all children to access personal challenge activities	Organise and deliver a series of Personal Challenge opportunities <ul style="list-style-type: none"> <li>• <i>Ensure activities are School Games compliant</i></li> <li>• <i>Deploy young leaders and/or staff to facilitate the opportunities</i></li> <li>• <i>Consider how these competitions could be linked to whole school house systems</i></li> </ul>	£0	£	<p>How many children participated? Throughout the year = Real PE Scheme of work provides personal challenges throughout the year and so all children have had the opportunity to complete against themselves to feel a sense of accomplishment.</p> <p>Summer = Real Leaders to implement the personal challenge cards.</p> <p>How and when did you provide the opportunities?</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>Evidence: photos, qualitative data, lesson observations</p>	<p>Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future.</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities</p>
Provide opportunities for all children to access Intra-School Competitions	Organise and deliver a series of Intra-School competitions <ul style="list-style-type: none"> <li>• <i>Ensure activities are School Games compliant – consider accessing NSport resources</i></li> </ul>	£0	£	<p>How many children participated in at least one Intra-School competition? All Year 3-6 children participated in 2x intra-school competitions during the year.</p>	Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future

	<ul style="list-style-type: none"> <li>• <i>Deploy young leaders and/or staff to facilitate the opportunities</i></li> <li>• <i>Consider how these competitions could be linked to whole school house systems</i></li> </ul>			<p>All Year 2 children participated in 1x intra-school competition in the summer term.</p> <p>What did the experience give to the children?</p> <p>How has intra-school competition supported whole school cohesion and raising the profile of it across the school?</p> <p>Intro-school competitions are inline with the PE curriculum and features on the LTP/MTP as well as the active register. Staff are aware of when their competitions are during the year and will have prepared for them.</p> <p>Children compete within their house and results are published in the Sport &amp; PE Newsletters and go towards the house cup)</p> <p><b>Evidence:</b> photos, young leaders deployed, observations, social media, newsletters</p>	<p>Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities</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>• <i>Ensure activities are School Games compliant</i></li> <li>• <i>Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children</i></li> <li>• <i>Ensure children are adequately prepared for the competitions to ensure a positive competition experience</i></li> <li>• <i>Consider how school representatives are rewarded for the achievements</i></li> </ul>	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£0 (transport covered below)</p>	<p>What competitions did you attend?</p> <p><b>AUTUMN TERM</b>  Year 5/6 Rugby (Year 6)  KS2 Badminton (Year 5)  KS2 Boccia (Year 3)  Year 3/4 Gymnastics (Year 4)  Year 5/6 Gymnastics (Year 5)</p> <p><b>SPRING TERM</b>  KS2 Kurling (Year 5)  Year 4/5 Archery (Year 4)  KS2 Archery (Year 4)  Year 3/4 Tri-golf (Year 3)</p> <p><b>SUMMER TERM</b>  KS2 Orienteering (Year 5)  Year 3/4 Quadkids Athletics (Year 4)  Year 5/6 Quadkids Athletics (Year 6)  KS2 Goalball (Year 6)  KS2 Swimming (Year 5)</p> <p>What other events did you attend?</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>AUTUMN TERM  KS1 Festival (Year 2)  SAS Squad (Year 6)  School Cross Country (Years 4-6)  Town Cross Country (Years 4-6)  Real Leaders Training (Year 5).  Year 3/4 Mini Red Tennis (Year 4)</p> <p>SPRING TERM  SAS Squad (Year 6)  KS1 Festival (Year 2)  Year 5 Multi Sports Event  Young Leaders Conference</p> <p>SUMMER TERM  Year 3 Multi Sports Event  Year 4 Multi Sports Event  SAS Squad (Year 6)  Year 3/4 Mini Red Tennis (Year 3)  Year 5/6 Girls Kwik Cricket (Year 5)  Spirit of the Games (Year 6)  KS1 Festival (Year 2)</p> <p>How many different children represented the school?</p> <p>AUTUMN TERM  Inter-school Games = 34 children  Other Events = All children in Years 4-6 and 14 children in Years 2-3</p> <p>SPRING TERM  Inter-school Games =  Other Events =</p> <p>SUMMER TERM  Inter-school Games =  Other Events =</p> <p>How did the children deal with success and failure?</p> <p>How did the experience contribute to other aspects of the children's learning and social development?</p>	
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				<b>Evidence:</b> Team Declaration Forms, photos, teacher observations	
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"> <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>	£0 (Incl. in Enhanced Membership)	£0	<p><b>How many different children accessed these opportunities?</b> 12 of the 19 inter-school competitions are inline with the school curriculum. Therefore, children will have prepared for the events with knowledge of the equipment, the aim and the rules.</p> <p>If children have not had preparation during PE lessons, preparation has occurred during lunchtimes with the PE lead who has then discussed fully the game with the staff member taking the children (e.g. KS2 Boccia).</p> <p>Gymnastics events have extra preparation time due to the nature of the competition (learning a series of routines). Therefore, a gymnastics coach offered guidance initially to the children involved and then the PE lead spent 4 weeks over a series of lunchtimes preparing the children. The routines were also sent home and children had clearly practised these in some form there as well.</p> <p><b>How effective were the pre-Inter School competition practice sessions?</b> Children have so far enjoyed their events and participated in them confidently.</p> <p>3<sup>rd</sup> placings in both gymnastics' events</p> <p>Did staff gain further knowledge, skills and ideas from attending?</p> <p><b>Evidence:</b> participation tracking, photos, competition results, in school opportunities</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>
Extend opportunities for children to represent their school, whilst	Access Multisport Festivals planned and delivered by Cluster host secondary school	£0 (Incl. in Enhanced Membership)	£	<p><b>How many children participated in a festival?</b> Year 2 = 30 children will take place in a KS1 Festival over the course of the year (and so</p>	Support children to transition into extra-curricular clubs

<p>exploring new sports and activities in a safe and friendly festival environment</p>	<ul style="list-style-type: none"> <li>• <i>Select children who are unlikely to represent the school in other sports opportunities</i></li> <li>• <i>Select children who need the opportunity to have a positive experience of school sport and/or need to be rewarded for their efforts in PE and/or extra-curricular clubs</i></li> </ul>			<p>the other Year 2 class will take part in next year's Year 3 festival)</p> <p>Year 3-5 = 1x class has taken part in a Multi Sports Festival hosted by NIA.</p> <p>Year 6 = Spirit of the Games Festival to support transition.</p> <p>How did the children generally feel about the opportunity to attend the event?</p> <p>What impact did the experience have on the children?</p> <p>How do you think this opportunity could inspire and enthuse them?</p> <p><b>Evidence:</b> participation tracker, photos, staff observations, parental feedback</p>	<p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</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>• <i>Select children who need the opportunity to have a positive experience of school sport and /or need to be rewarded for their efforts in PE and /or extra-curricular clubs</i></li> <li>• <i>Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day</i></li> </ul>	<p>£0 (Incl. in Enhanced Membership)</p> <p>£400</p>	<p>£</p>	<p>Year 3-4 = 1 class per year group will attend a Multi Sports Festival hosted by NIA in the Summer Term (and so the other class will attend next year).</p> <p>Year 3 children will benefit from 6 weeks of tennis coaching from Premier Tennis in the Summer Term.</p> <p>How many children participated in a festival?</p> <p>How did the children generally feel about the opportunity to attend the event?</p> <p>What impact did the experience have on the children?</p> <p>How do you think this opportunity could inspire and enthuse them?</p> <p>Bikeability - Year 4 had the opportunity to participate in their Level 1 Cycle Training in the Summer Term</p> <p><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>To provide opportunities ibn EYFS and KS1 so that children have a greater advantage of accessing Bikeability in the future (e.g. Balanceability, Scooterbility)</p>

Provide access to transport to enable children and staff to access opportunities and classroom cover to enable staff to attend the events	Access to transport where required to take children to competitions and events	£5000 (£3000 = transport costs £2000 = staff cover)	£	Consider the cost of the transport against the impact the opportunities have on the children and whole school? <b>Evidence:</b> competition registrations	To ensure a similar amount is allocated for competitions next year
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## 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>	29/03/22
<b>Document updated</b>	17/01/22	31/03/22	

## Department for Education guidance on how to use the Primary PE and Sport Premium – updated October 2021

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 and activity action plan sets out the government’s commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day. It recommends 30 minutes of this is delivered during the school day (in line with the Chief Medical Officers 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 commitment, providing primary schools with £320 million 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.

### **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 - DfE does not set the capitalisation policy for schools, if you are in any doubt as to whether your proposed spending is deemed as capital expenditure, you should first speak with your school business manager or school accountant and their auditors

## **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.

## **Accountability**

### **School 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. <https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2021-to-2022>

### **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 2022 at the latest**.

Online reporting must clearly show:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent
- 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**

School online reporting will be monitored by DfE. We will sample a number of schools in each local authority to review what they have published on their use of the funding and their swimming attainment. Schools are expected to spend the grant for the purpose that it was provided only, in accordance with the conditions of the grant, to make additional and sustainable improvements to the PE, sport and physical activity provided.

### **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 29<sup>th</sup> October 2021
- 5/12 of your funding allocation on 29<sup>th</sup> April 2022

#### **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<sup>nd</sup> November 2021
- 5/12 of your funding allocation on 3<sup>rd</sup> May 2022

#### **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 allocation on 2<sup>nd</sup> November 2021
- 5/12 of your funding allocation on 4<sup>th</sup> May 2022

### **Useful websites**

#### **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>