

# 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**

**Whitehills Primary School**

**HEAD TEACHER**

**Mrs Natalie James**

**PE COORDINATOR**

**Gemma Hillier and Rebecca Casey**

## 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

We aspire to provide all children with the opportunity to fulfil their sporting potential and make lifelong, healthy choices. We want all pupils to enjoy physical activity and to appreciate its benefits, while embodying the core principles of REAL PE to develop their: social, personal, physical, creative, cognitive and health and fitness skills.

## 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 Whitehills Primary School will 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 year
- To achieve self-sustaining improvement in the quality of PE and sport in primary schools.
- Strive to nurture and develop the whole child in preparation for their life ahead in an inclusive learning community which challenges every child through physical education.

## 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> <ul style="list-style-type: none"> <li>Maintained active breaks for all year groups with given resources for each bubble. PE provision provided 2 hours a week per year group utilising school staff with no shared resources.</li> <li>NTFC coach working with least active children in school developing fitness skills alongside SEMH.</li> <li>Jump Rope workshop across the school to instil the love of skipping for children</li> <li>Whole School Healthy week teaching the children the importance of exercise and healthy eating</li> <li>Leg It to Lapland challenge to encourage more children to active on the way to school, at school and at home</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Regular whole school activities/ challenges to promote being healthy at home, school and on the way to school.</li> <li>Continue to monitor break times and consider other resources needed to keep children active and happy.</li> <li>Promote use of brain breaks within lesson time- cardio drumming- stop avoid children being sedentary for too long.</li> </ul>
	<p>Impact on <b>PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>Whole school participation in Leg it to Lapland- achieved well over the expected 2000 active miles</li> <li>Whole School participation in Healthy week- children can talk confidently about the importance of staying active and eating well.</li> <li>Skipping ropes given to all classes. Children have a choice of equipment to use to stay active at break times.</li> </ul>	
	<p>Impact on <b>ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>children to maintain focus on learning behaviours and development</li> <li>Enhanced social skill interaction.</li> <li>Improved concentration and focus ☐</li> <li>Active breaks have allowed the children freedom to interact with others in relaxed manner.</li> <li>PE has maintained its status both in school and at home</li> </ul>	
	<p>Key <b>ACHIEVEMENTS</b></p>	

<p>2. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<ul style="list-style-type: none"> <li>• Completion of Autumn term Sport England’s Active Lives Survey. The report provided insight into activity levels amongst the pupils and into the activities they have interests in.</li> <li>• Whitehills Sports Ambassadors were recruited as sporting role models for the school.</li> </ul> <p>Impact on <b>PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Impact on <b>ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>• Key areas to focus on based upon Active Loves survey: 41% did less than 30 mins activity a day</li> </ul>	<ul style="list-style-type: none"> <li>• YL journey to start with initial training with GH in September with current year 4s.</li> </ul>
<p>3. Increase confidence and skills of staff in teaching PE and Sport</p>	<p>Key <b>ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>• All teaching staff received dance training with FLEXD to improve confidence in delivery and support of high-quality dance lessons for a greater consistency of approach throughout the academic year and subsequently through the movement of pupils through year groups</li> <li>• Year 5 and 6 staff have had tag rugby training with Northampton Saints to improve confidence and knowledge of skill for the sport</li> <li>• Years 2, 3, 4, and 6 have had tennis training to improve confidence and knowledge of skill for the sport</li> <li>• Years 3 and 5 have had cricket training to improve confidence and knowledge of skill for the sport</li> <li>• GH &amp; RC online AFPE training</li> </ul> <p>Impact on <b>PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>• 420 pupils will benefit from the staff training of dance with 14 teachers upskilled</li> <li>• 120 pupils will benefit from the staff training of rugby with 4 teachers trained</li> <li>• 240 pupils will benefit from staff training of tennis with 8 teachers trained</li> <li>• 120 pupils will benefit from staff training of tennis with 4 teachers trained</li> </ul> <p>Impact on <b>ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>• Improved confidence by all teachers to teach a unit of dance</li> </ul>	<ul style="list-style-type: none"> <li>• REAL PE Refresher training to be booked in for the start of next academic year</li> <li>• Staff are not confident teaching gymnastics so training will be provided for this next year</li> <li>• New members of staff will be offered support and guidance with PE throughout the year.</li> </ul>
<p>4. Broader experience of a range of sports and</p>	<p>Key <b>ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>• OAA day for years 3, 4 and 5</li> <li>• Tag rugby in PE lessons 6 weeks for years 5 and 6</li> </ul>	<ul style="list-style-type: none"> <li>• Based upon the impact of the year, we will continue to provide further</li> </ul>

<p><b>activities offered to all pupils</b></p>	<ul style="list-style-type: none"> <li>• After School Tag rugby club for Year 6 for 12 weeks</li> <li>• NLT tennis in PE lessons for 6 weeks for Years 2, 3, 4, and 6</li> <li>• Chance to shine cricket in PE lessons for 3 weeks for year 3 and 5</li> <li>• FLEXD dance in PE lessons for 6 weeks for all classes</li> <li>• Multi-cultural dance workshop for all classes</li> <li>• Circus Skill workshop for all KS1 classes</li> <li>• Clubbercise workshop for all KS2 classes</li> <li>• Jump Rope workshop for all classes</li> </ul>	<p>opportunities for the children to experience a wide range of sports and activities</p>
	<p><b>Impact on PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>• 180 children attended the OAA day</li> <li>• 120 children have had Tag rugby in PE lessons</li> <li>• 20 children attended the After-School Tag rugby club</li> <li>• 240 children took part in the NLT tennis in PE lessons</li> <li>• 120 children enjoyed Chance to shine cricket in PE lessons</li> <li>• 420 children experienced FLEXD dance in PE lessons</li> <li>• 420 children experienced Multi-cultural dance workshop</li> <li>• 180 children experienced Circus Skill workshop</li> <li>• 240 children participated in the Clubbercise workshop</li> <li>• 420 children experienced the Jump Rope workshop for all classes</li> </ul>	
	<p><b>Impact on ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>• All pupils who accessed the range of sports and activities offered to them</li> <li>• Thoroughly enjoyed the experience and welcomed the opportunity.</li> <li>• It gave the children memories to treasure in a difficult year.</li> <li>• A sense of achievement in overcoming hurdles and challenges.</li> <li>• Lasting friendships with their peers and better communication, social skills, and teamwork.</li> <li>• A deeper connection to the world around them and the desire to explore it more.</li> <li>• Positive impact on the whole school many sharing the experiences and pride of success.</li> <li>• Re introduction back into the world of Physical activity and school sport through enrichment opportunities.</li> </ul>	
	<p><b>Key ACHIEVEMENTS</b></p>	

5. Increased participation in competitive sport	<ul style="list-style-type: none"> <li>Staff prepared and provided opportunities through PE lessons for approximately 300 pupils to access Intra-School Games competitions (tennis, athletics, tag rugby, badminton, orienteering, goal ball)</li> </ul>	<ul style="list-style-type: none"> <li>Competitive sport has been difficult to organise due to children needed to stay in bubbles. It is our aim that once restrictions are lifted, and children can interact with other children outside their bubble that e can provide more opportunities for competitive sport with more intra and inter competitions.</li> </ul>
	<p>Impact on <b>PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>Intra-Schools Competition Participation:</li> <li>Goal ball: 60 pupils (house Competition)</li> <li>Tennis: 241 pupils</li> <li>Cricket: 120 pupils (including 15 young leaders)</li> <li>Tag Rugby: 120 pupils (House Competition)</li> </ul>	
	<p>Impact on <b>ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>All pupils Enjoyed the experience of competitive sport</li> <li>All had a sense of school pride and relished representing the school.</li> <li>Enjoyed the presentation of certificates, medals, trophies in whole school assembly on playground.</li> <li>Positive impact on the whole school all sharing in the children’s success.</li> </ul>	

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

	<b>What has been the impact of Covid-19 on the provision of PE, School Sport and Physical activity within your school?</b>	<b>How have you utilised your PE &amp; Sport Premium funding to overcome some of these challenges?</b>
<b>Term 1</b> September to December 2020	No sharing of PE resources across bubbles Children have had little physical activity during lockdown- need to build up stamina Increased need to do more PE lessons outside Review of PE risk assessment and add changes to reflect the pandemic Not offering full range of extra-curricular sports clubs Not participating in any or as many inter-school competitions Swimming lessons are yet to commence	Resources provided for all bubbles to avoid sharing Establish whole school challenges to increase physical activity across the school- Leg It to Lapland and Staying Active at Christmas  Funding has been used to upskill and provide refresher training in dance for all Teaching Staff and in EYFS to Year 6 staff
<b>Term 2</b> January – March 2021	Lockdown- children in the in-school bubble taught PE Pe videos and websites are used for children at home. No sharing of PE resources across bubbles Children have had little physical activity during lockdown- need to build up stamina Increased need to do more PE lessons outside Review of PE risk assessment and add changes to reflect the pandemic	Continuing to promote whole school challenges to increase physical activity across the school Funding has been used to upskill and provide refresher training in dance for all Teaching Staff and in EYFS to Year 6 staff External coaches paid to come into school to upskill staff, increase physical activity for children and teach sport specific skills

	<p>Still Not offering full range of extra-curricular sports clubs          Not participating in any or as many inter-school competitions          Swimming lessons are yet to commence          External coaches in school after lockdown</p>	
<p><b>Term 3</b>          April – July 2021</p>	<p>No sharing of PE resources across bubbles          Still the need to build up children’s stamina          Increased need to do more PE lessons outside          Still not offering full range of extra-curricular sports clubs          Not participating in any or as many inter-school competitions          School did not engage in swimming lesson due to high risk levels identified in the school RA. Now due to commence in Nov 2021</p>	<p>Healthy Week to encourage healthy lifestyles and physical activity          Funding has been used to upskill and provide refresher training in dance for all Teaching Staff and in EYFS to Year 6 staff          External coaches paid to come into school to upskill staff, increase physical activity for children and teach sport specific skills</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
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	2017/2018	2018/2019	2019/2020	2020/2021
Swim competently, confidently and proficiently over a distance of at least 25 metre	63%	66%	69%	67% *
Use a range of strokes effectively; front crawl, backstroke and breaststroke	63%	73%	75%	Information unknown
Perform safe self-rescue in different water-based situations	86%	90%	90%	Information unknown
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>	No	No	No	Information unknown

\*Due to Covid-19, no swimming lessons have taken place this year. This data is based upon information provided by parents. A water safety lesson has been taught in all classes across KS2.

## 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>SUB TOTAL</b>	<b>£9,900.46</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>£19,620</b>
			<b>GRAND TOTAL</b>	<b>£29,520.46</b>
<b>Key outcome indicator 1:</b> Engagement of all pupils in regular physical activity	<b>Planned Expenditure: % of total allocation:</b>	<i>£10000 33%</i>	<b>Actual expenditure: % of total allocation:</b>	<i>£9848 33%</i>
<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>	<i>£7000 24%</i>	<b>Actual expenditure: % of total allocation:</b>	<i>£3850 13%</i>
<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>	<i>£6000 20%</i>	<b>Actual expenditure: % of total allocation:</b>	<i>£5542 19%</i>
<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>	<i>£2000 7%</i>	<b>Actual expenditure: % of total allocation:</b>	<i>£5399 18%</i>
<b>Key outcome indicator 5:</b> Increased participation in competitive sport	<b>Planned Expenditure: % of total allocation:</b>	<i>£2000 7%</i>	<b>Actual expenditure: % of total allocation:</b>	<i>£100 &lt; 1%</i>

**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	
<b>Objective/intended impact</b> What do you want to achieve?	<b>Actions to achieve Outcome</b> What do you need to do to achieve your intentions?	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	<b>Sustainability / Next Steps</b> How will this outcome be sustained or further developed in 2021/2022?
<b>Engagement of all pupils in regular physical activity</b> For all children across the school to be able to access the PE curriculum and take part in regular physical activity safely	All bubbles (year groups) to have adequate amount of equipment to keep in their bubble so they are able to carry out 2 hours of PE lessons a week  Recovery curriculum Return young people to pre-COVID 19 fitness levels Retain enthusiasm and interest in PE, SS and PA – children loved the virtual activities in lockdown	£2500	£2500	Increase activity levels across the school  Track pupils progress in PE  Monitor and evaluate pupil’s enjoyment and interest in PE lessons (pupils voice)	Staff to continue to use the REAL PE scheme and look in more detail at the sports taught by each year group and how to deliver this safely to bubbles.
<b>Engagement of all pupils in regular physical activity</b> For children in year 3 and 4 bubbles to be active in all breaks	Outdoor Table Tennis resources purchased for bubble/ year groups that are unable to access the outdoor gym equipment Share ideas on activities children can play with staff/ lunchtime supervisors in a staff meeting To support those children who have been most affected by Covid-19 Provision for young people with SEND	£1268	£1268	Increase activity levels during lunch breaks and playtimes.	Resource portfolio to be updated and added to regularly.  Organise sporting games for a lunch time.
<b>Profile of PE and sport is raised across the school as a tool for whole-school improvement</b> For all staff to promote PE in school and to continue to deliver quality PE lessons safely outside	Staff to wear clothing appropriate for  Staff to be role model for all children and young people on days of PE	£650	£650	Staff to be a positive PE role models in school	
<b>Increase confidence and skills of staff in teaching PE and Sport</b>	Identify appropriate training workshops and teaching resources to support staff to further improve their quality of teaching dance	£2500	£4000	Lesson visits show an increase in knowledge, skills and confidence of new staff when teaching REAL PE lessons	KS2 Staff to share good practice within whole school meetings/training days

Promote high quality teaching and learning from all staff by all KS2 having dance CPD provided by FLEXD	KS2 staff to observe, support and then teach dance lessons with FLEXD				Up-skill staff in teaching dance for future years  Lesson visits to be planned during the Summer 2021
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### Key outcome indicator 1: Engagement of all pupils in regular physical activity

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>
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>For class teachers to research the current least active children across the school who do not attend clubs.</li> <li>To send letters home to parents of these children inviting them to attend a weekly multi-skills club run by a paid member of staff</li> <li>Plan, deliver and invite an identified cohort of pupils to access a regular physical activity club run by Northampton Town Community Trust</li> <li>Establish regular Whole School Active Challenges to be completed at home or at school</li> <li>Identify activities of interest</li> <li>Identify a sustainable and motivating workforce to deliver the sessions</li> <li>Consider ways to reward and recognise pupil's attendance</li> <li>Jump Rope Skipping sessions</li> <li>Whole School Healthy week-including clubsize/circus skills</li> </ul>	<p>£3000 Northampton Town Community Trust</p> <p>Pay a member of staff</p> <p>Resources Healthy Heroes club</p> <p>Prizes for Leg It to Lapland and Staying Active at Christmas challenges £80</p> <p>£1000</p> <p>£1000</p>	<p>£3000</p> <p>£80</p> <p>£1000</p> <p>£2000</p>	<p>How many children have accessed the programme over the term/academic year?</p> <p>What impact has the programme had on the children's health &amp; well-being, attendance, attainment?</p> <p>Leg It to Lapland challenge set for all year groups for a week in December</p> <p>Staying Active at Home sent out during school holidays</p> <p><b>Evidence:</b> Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments</p> <p>Whole school 2 day Jump Rope workshop organised for April 2021.</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>Resources for skipping sessions will be provided at break and lunchtimes so that the children can practice the skills that have been taught.</p>

Review physical activity time and intensity levels across the curriculum timetable	Use the Active School Planner as a tool to visually demonstrate to staff when during the day children are inactive <ul style="list-style-type: none"> <li>PE Coordinator to assist teachers to produce a Heat Map for their class</li> <li>PE Coordinator to review the Heat Map with the class teacher</li> <li>PE Coordinator and class teacher to consider and embed new 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>
Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy	Provision for 2 hours of curriculum PE per week for ALL children following the revised Progression Map and Real PE, Real Gym schemes of work <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>	£0 <small>(Teacher CPD costs outlined in section 3)</small>	£0	<p>How many hours of curriculum PE is each year group receiving?</p> <p>How do you ensure that every child is reaching their PE potential?</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?</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>

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

INTENT	IMPLEMENTATION			IMPACT	
<b>Objective/intended impact</b> What do you want to achieve?	<b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i>	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> <i>What have you achieved?</i> <i>How many people have benefited?</i> <i>What is the impact on pupils/whole school?</i>	<b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2021/2022?</i>

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 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</p>	£3150	£3150	<p>What has the school gained by being an SSP Enhanced School?</p> <p>Which groups of children/adults within your school have benefited the most?</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>
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 SSCo &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?</p> <p>Summer Term: What things were actioned as a consequence of the review and report?</p> <p><b>Evidence:</b> report, action plan, registers, photos, meeting minutes</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>To train up 30 children to be Sports Leaders using the REAL Young Leaders Programme</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>	£0 (Incl. in Enhanced Membership)	£0	<p>How many young people have accessed core leadership training?</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>
Bring together a cohort of young leaders to be Whitehills Sports Ambassadors who will influence and have a voice for all children in all thing PE, school sport and physical activity	<p>Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school</p> <ul style="list-style-type: none"> <li>Children to apply by completing an application form.</li> <li>PE Coordinators to review applications and choose ambassadors</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>	£50 for badges/rewards	£50	<p>What were the main objectives for the group?</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>

				<b>Evidence:</b> meeting minutes, reports, celebrations	Provide a suitable platform for the voice of the children to be heard and taken seriously
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>• Use Anomaly notice board and Entrance Hall computer to publicly share success from within and outside of school</li> <li>• Use Twitter, Facebook and School newsletter 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>	£0	£0	<p>What has been celebrated?</p> <p>How has it been celebrated?</p> <p>How have children be rewarded and recognised for their efforts and achievements?</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 <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>
<p>All staff to deliver high quality PE teaching and learning for all children</p> <p>Promote high quality teaching and learning from all staff by all staff having refresher in REAL PE and REAL GYM</p>	<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> <li>• New staff and less experienced staff to come and observe the PE coordinator teach REAL GYM/PE lessons.</li> </ul> <p>All other staff to have refresher training of REAL PE.</p>	<p>£0 (Incl. in Enhanced Membership)</p>	£0	<p>What training opportunities were accessed by staff?</p> <p>What resources were obtained?</p> <p>How have training and/or resources contributed to improved PE provision?</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 are shared within whole school meetings</p> <p>Resources are available and shared with all staff.</p>

	<p>Book 1 member of staff onto the AfPE safer practice in PE, school sport and physical activity workshop- ONLINE</p> <p>Northampton Saints Rugby Coaching provided for children in Upper Key stage 2.</p> <p>KS2 staff to observe, support and then teach dance lessons with FLEXD</p>	£42	£42	Staff to attend coaching session to support CPD.	Rugby sessions to continue and delivered by class teacher.
		£1500	£1500		
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>	£0	£0	<p>What local, regional or national events or campaigns have the school engaged in?</p> <p>Who have these opportunities benefited the most?</p> <p>What is the lasting legacy of the children/staff's 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

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> </ul>	£	£	<p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)?</p> <p>What were the percentages of girls and boys, and years groups represented within the clubs?</p> <p>Which clubs were the most popular?</p> <p>How did the children benefit from this provision?</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>

	<ul style="list-style-type: none"> <li>Explore internal opportunities to provide training to upskill staff to lead on clubs</li> <li>Whole School Multicultural Dance workshop Summer 2</li> <li>Circus Skills Workshop for KS1</li> </ul>	£838	£838	<p><b>Evidence:</b> registers, photos</p> <p>Dance sessions organised for the whole school from a range of different countries-cross curricular subject links.</p>	
		£419	£419		
Develop meaningful links to local sports clubs to develop pathways for children to move from school to community	<p>Acquire knowledge about local community sports providers</p> <ul style="list-style-type: none"> <li>Consider links to clubs where the sport is either popular within school or attendance at clubs is high</li> <li>Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards</li> <li>Consider how the relationship can be reciprocal</li> <li>Sustain and develop school to club links with Northampton Lawn Tennis Club, Northants County Cricket Club (via Chance to Shine Charity) and Ollie Sleightholme (Northampton Saints)</li> <li>Organise for them to come to school to provide coaching sessions for children in selected year groups (teachers to team teach)</li> <li>To organise events for them to attend competitions for the clubs to host at their site</li> <li>Provide promotional flyers and information for parents</li> <li>Northampton Sports Club After-school club Summer 21</li> <li>Adventure Ways Sports Camp Summer 2</li> </ul>	£0	£0	<p><b>What clubs have you developed links with?</b></p> <p><b>Why were these links chosen?</b></p> <p><b>How have children and/or staff benefited from the partnership?</b></p> <p><b>Evidence:</b> School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</p> <p>Upper Key Stage 2 after school rugby club for Children in Years 5 and 6 ran by external coaching.</p> <p>Key Stage 2 children offered the chance to attend a morning/afternoon outdoor activity session at a local sports camp.</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>Children to explore a range of activities they would not have access to in school eg rafting, rock climbing.</p>
		£624	£624		
		£3500	£3500		

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

INTENT	IMPLEMENTATION	IMPACT
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<b>Objective/intended impact</b> <i>What do you want to achieve?</i>	<b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i>	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> <i>What have you achieved?</i> <i>How many people have benefited?</i> <i>What is the impact on pupils/whole school?</i>	<b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2021/2022?</i>
Provide opportunities for children with SEND to access appropriate competitions	Identify children with SEND and consider their disability before providing competitive opportunities in mainstream, Inclusive, Project ability or Intra-School competitions	£0 (Incl. in Enhanced Membership)	£0	How many children with SEND accessed <b>Intra-School competitions:</b> <b>Inter-School competitions:</b>  What impact did their participation in a competition have on them?  <b>Evidence:</b> photos, teacher observation, team declarations	Incorporate inclusive sports into core curriculum lessons  Provide opportunities for children with SEND to undertake leadership training e.g. REAL Leaders
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>• 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>	£ 100	£100	How many children participated in the School Games Day?  How did the School Games Day conclude a year-round programme of PE and school sport?  What does this day mean to the children?  How do you ensure the event is inclusive?  <b>Evidence:</b> photos, event programme, young leader training days	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>• Ensure activities are School Games compliant</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>	£0	£0	How many children participated?  How and when did you provide the opportunities?  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?  <b>Evidence:</b> photos, qualitative data, lesson observations	Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future.  Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities

Provide opportunities for all children to access Intra-School Competitions	Organise and deliver a series of Intra-School competitions <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>	£0	£0	How many children participated in at least one Intra-School competition?  What did the experience give to the children?  How has intra-school competition supported whole school cohesion and raising the profile of it across the school?  <b>Evidence:</b> photos, young leaders deployed, observations, social media, newsletters	Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future  Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities
Provide opportunities for broad range of children to access Inter-School Competitions	Access School Sport Partnership or Cluster organised Inter-School competitions <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>	£0 (Incl. in Enhanced Membership)	£0	What competitions did you attend?  How many different children represented the school?  How did the children deal with success and failure?  How did the experience contribute to other aspects of the children’s learning and social development?  <b>Evidence:</b> Team Declaration Forms, photos, teacher observations	Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals  Upskill young leaders to support practice sessions and team management roles and responsibilities at the competitions
Provide opportunities for children to adequately prepare for Inter-School competitions	Access pre-Inter School Games competition practice sessions <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	How many different children accessed these opportunities?  How effective were the pre-Inter School competition practice sessions?  Did staff gain further knowledge, skills and ideas from attending?  <b>Evidence:</b> participation tracking, photos, competition results, in school opportunities	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  Upskill staff to ensure practice sessions are of a high quality teaching the children accurate skill development and the rules
Extend opportunities for children to represent their school, whilst exploring new sports and activities in a safe and friendly festival environment	Access Multisport Festivals planned and delivered by Cluster host secondary school <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</li> </ul>	£ (Incl. in Enhanced Membership)	£0	How many children participated in a festival?  How did the children generally feel about the opportunity to attend the event?	Support children to transition into extra-curricular clubs  Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school

	sport and/or need to be rewarded for their efforts in PE and/or extra-curricular clubs			<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>	
Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting	<p>Access termly School Sport Partnership or Cluster Year 3/4 Festivals</p> <ul style="list-style-type: none"> <li>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>	£0 (Incl. in Enhanced Membership)	£0	<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><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>
Provide access to transport to enable children and staff to access opportunities	Access to transport where required to take children to competitions and events	£0	£0	<p>Consider the cost of the transport against the impact the opportunities have on the children and whole school?</p> <p><b>Evidence:</b> competition registrations</p>	To ensure a similar amount is allocated for competitions next year

## 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>	Gemma Hillier Rebecca Casey					<b>Date:</b>	7-7-2021		
<b>Document updated</b>	1-12-2020	17.03.21	26-3-2021	15-6-2021	7-7-2021				

## 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>