

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

Whitehills Primary School

HEAD TEACHER

Mrs Natalie James

PE COORDINATOR

Gemma Hillier and Donna Hargreaves

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

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 2020 to 2021 academic year, which must be spent by 31st July 2022.

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 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 ACHIEVEMENTS</p> <ul style="list-style-type: none"> Established a Wide-Awake Club for PP and least active children Cardio drumming active breaks are part of Year 4 daily timetable. Promoted on the school Twitter page Clubs continuing across the school Active registers have been updated Sent least active children to Broadening Participation events Clubs continuing across the school Active registers updated with events/competitions that children have attended Sent least active children to Broadening Participation events All children across the school participated in sports day Cardio drumming brain breaks are taking pace across the school 	<ul style="list-style-type: none"> Continue to provide 2 sessions of the Wide-Awake club a week, targeting PP children and least active. Year 4 to continue to use cardio drumming active breaks as part of their timetable. After staff training, more equipment to be ordered so other classes can now include it as part of their daily timetable too. To complete active register again at the start of the next academic year and register again as a Northampton SSP Enhanced School so the least active children in school have opportunities to attend more broadening participation events. Continue to push cardio drumming brain breaks across the school- resources purchased so all classes can get involved in September Signed up to be an enhanced school with focus on getting as many children active throughout 2022-2023
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> 30 children a week attended the Wide- Awake club run by the SENCO and NTCF sports coach All Year 4 children (60) not sedentary during longer sessions. 30 children a week attended the Wide- Awake club run by the SENCO and NTCF sports coach Engagement levels for 240 children across KS2 have been recorded. 10 year 4 children attended a Get Active festival 30 Year 5 children attended a Multi Skills festival 30 children a week attended the Wide- Awake club run by the SENCO and NTCF sports coach 30 year 4 children attended a Multi Sports festival 420 children took part in sports day this year All year groups EYFS- Yr 6 have trialled cardio drumming brain breaks 	
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> Children are becoming more active and readier and prepared for a day's learning at school Year 4 children are more focused in longer lessons due to the active breaks Increased their fitness and coordination 	

	<ul style="list-style-type: none"> • All staff now know which children to target/chose to broaden their experience of sport and keep active • Year 4 children enjoyed a morning learning about and participating in orienteering. • Year 5 children enjoyed an afternoon playing tag rugby • Year 4 children enjoyed their active morning of Multi sports • Children across the school enjoyed their morning or afternoon of sports day. Parents had a great time too. • Children are enjoying the cardio drumming brain breaks with positive impacts in lessons 	
<p>2. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • Whitehills Sports Ambassadors established • Bikeability training took place for Year 5 • Scootability training took place for children in Year 2- 4 • Jump Rope sessions • Bikeability for Year 6 • Young leaders led a KS1 Multiskills festival <p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> • 9 children appointed as Sports Ambassadors • 37 children took part in Bikeability training • 180 took part in the Scootability program • 420 children took part in a Jump Rope session • 48 Year 6 children completed Bikeability programme • 25 young leaders organised a Multi Skills festival for 60 year 1 children <p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • Children more enthused about PE and sport • More children are using their bikes to school in a safer way • More children are scooting to school in a safer way • More children skipping at break and lunch times • More Year 6 children are using their bikes to school in a safer way • Year 1 children are enjoying being taught and mentored by Young Leaders. • Young leaders are more equipped 	<ul style="list-style-type: none"> • To continue training and developing the Sports Ambassadors next year. Use whole school assemblies and newsletters as a platform for them to raise the profile of sport in school. • To re-book Bikeability and Scootability training for Years 2-5. For year groups who have experience the training this year, ensure these sessions build upon what they already know. • To research a new sport instead of skipping and book whole school workshops to widen children's sporting skills.
<p>3. Increase confidence and skills of staff in teaching PE and Sport</p>	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • Upgrade Real PE membership to include all aspects of Jasmine for all teaching staff • Upskill EYFS, Year 1, Year 2 and Year 4 staff teaching gymnastics • Upskill Year 3 staff with gymnastics • Upskills Year 4 staff with dance 	<ul style="list-style-type: none"> • Continue to subscribe to Real Pe Jasmine next year. • To book FLEXD to team teach lessons with new members of staff to upskill them and

	<ul style="list-style-type: none"> • New scheme of work bought to help teach sports/ games • Staff training with new scheme of work • Upskill KS2 staff with tennis • Upskill Year 5 staff with gymnastics <p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> • All children across the school (420) to have Real PE, Real Dance and Real Gym lessons using Jasmine • Children in EYFS, Year 1, Year 2 and Year 4 (240) were more enthused in the gymnastics with the support of Sarah from FLEXD • 60 children in Year 3 were more enthused in the gymnastics with the support of Sarah from FLEXD • 60 children in Year 4 enjoyed learning about Street Dance with the support of Sarah from FLEXD • 420 children are now learning new skills with sports learnt from the new scheme of work • 14 members of staff have training for the new scheme of work and new website • 10 members of staff have completed team teach training with tennis Northampton Lawn Tennis club for 10 classes- 300 children • 60 children in Year 5 were more enthused in the gymnastics with the support of Sarah from FLEXD <p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • Use of Jasmine and the videos help demonstrate and support learning in PE lessons plus give staff the confidence to teach competently. • Children can competently perform gymnastic moves and routines now • Year 3 children can competently perform gymnastics skills • Year 4 children confidently performed the samba • All children are demonstrating sport specific skills that progress throughout the school. • Sport related units for work from the new scheme of work have begun across the school – 420 children • Children in Years 2-6 have developed tennis skills • Year 5 children have developed gymnastic skills 	<p>any other members of staff that did not have the support this year.</p> <ul style="list-style-type: none"> • To use the new subscription of Primary PE Planning to create a new long-term plan. Ensure there is a progression of sport specific skills and sports across year groups and key stages.
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • After School Football club for Upper KS2 established for 12 weeks • SAS attended their first session at Benham • Children selected for the Able and Talented Multiskills academy • After School Rugby club established for UKS2 	<ul style="list-style-type: none"> • To continue to sign up as a Northampton SSP Enhanced School so the chosen children can continue to attend the Able and Talented Multiskills academy and a new group of children can attend the SAS project.

- After School Tennis club established for LSK2
- After School Hockey Club for Year 4
- SAS children attended 2 further sessions
- Two further sessions for the Able and Talented children
- Year 4 had a Brazilian dance day
- Year 3 had an Egyptian dance day
- After School tennis club for UKS2 for 12 weeks
- After School Football club has continued
- After School Rounders club for years 2-4
- Clubbercise lessons for Years 3 and 6
- Team work/ team building day for Year 2
- Healthy/ Well-Being day for year 5
- EYFS African dancing day.
- Spirit of the Games day for Year 6

Impact on PARTICIPATION

- 14 boys and 12 girls attended the After-School football Club once a week
- 8 Year 6 children took part in trampolining as part of the SAS squad
- 6 children from Years 4, 5 and 6 attended the autumn Able and Talented Multiskills academy
- 16 children (3 girls and 13 boys) attended the After-School Rugby club once a week
- 17 children (8 girls and 9 boys) attended the After-School Tennis club once a week
- 20 children (12 girls and 8 boys) attended After School Hockey Club once a week
- 8 year 6 children took part in rock climbing and martial arts as part of the SAS squad
- 6 children from years 4, 5 and 6 attended Able and Talented sessions in February and April
- 60 children took part in Brazilian dance day learning the Samba
- 60 children took part in the Egyptian dance day
- 15 children (8 boys and 7 girls) attended After School tennis club for UKS2 once a week
- 20 children (15 boys and 5 girls) attended After School Football club has continued
- 20 children (12 boys and 8 girls) attended After School Rounders club for years 2-4
- 120 children from Years 3 and Years 6 took part in Clubbercise lessons
- 60 year 2 children took part in the Team work/ team building day
- 60 Year 5 children took part in the Healthy/ Well-Being day
- 60 EYFS Children took part in the African dancing day.

- Continue links with the Saints, NLTC and NTFC to deliver rugby, tennis and football clubs again at the school next year.
- To ensure each class experiences a different sports/dance workshop next year to broaden their experiences.

	<ul style="list-style-type: none"> • 60 Year 6 children took part in the Spirit of the Games day at Abington Park 	
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • Children participated in the Year 5/6 football competitions with confidence • Improved confidence and introduced the children to a sport or sports they may not have tried before • Children know the rules of tag rugby and are now more enthused with the sport • Children have developed their tennis skills and are using these in their tennis lessons in the summer term • Children participated in the Year 4 quick sticks competition with confidence • UKS2 Children have developed their tennis skills and are using these in their tennis lessons • Children have developed their rounders skills and are using these in PE lessons in the summer term • Children have learnt through clubbercise that staying fit and healthy can be fun • Year 2 children learnt about the importance of listening to one another to achieve something - they also got to know each other better and after have shown more resilience, a better understanding about why it's important to listen and have developed stronger relationships • EYFS children learnt a dance routine to perform and discovered a new culture and style of dance. • Spirit of the Games day introduced year 6 children to Commonwealth Games sports plus allowed them to meet and talk to children and teachers from their new secondary schools. 	
<p>5. Increased participation in competitive sport</p>	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • Staff prepared and provided opportunities through PE lessons for intra- School competitions • Staff trained, prepared and accompanied children to Inter-School Football, Gymnastics and Cross-Country competitions • Intra Schools competitions taken place • Staff trained, prepared and accompanied children to Inter-School Hockey competition • Intra School Competitions and Sports day 	<ul style="list-style-type: none"> • To continue as an enhanced local cluster school to provide more opportunities for children to compete. • To provide staff with a timetable of sporting competitions for their year groups at the start of the academic year so staff can teach them the sport specific skills and rules in advance of the competitions. (These will be linked to the new long-term plan for sport.)

	<ul style="list-style-type: none"> • Staff trained, prepared and accompanied children to Inter-School Bee Netball, Quadkids athletics and orienteering competition 	<ul style="list-style-type: none"> • To continue to provide a new timetable for intra-competitions to ensure every child competes in two events over the year.
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> • 120 children participated in Intra School Kurling Competition (Years2 and 5), 60 children participated in Intra School Dodgeball Competition (Year 3), 60 children participated in Intra School Hockey competition (Year 4) • 24 children attended the Year 4, 5 and 6 Town Cross country championships. 9 boys attended the Year 5 and 6 Open Football competition 4 children attended the Year 3 and 4 Gymnastics competition • 58 Year 6 children participated Intra School Football competition • 60 Year 4 children participated in Intra School Tag Rugby competition • 6 Year 4 children attended the Quicksticks Hockey competition. • ALL 420 children took part in Sports day • 58 Year 5 children took part in Intra -School cricket competition • 120 children took part in Intra School tennis competitions across years 3 and 4 • 9 Year 6 children participated in Inter-School level 2 Bee Netball competition and progressed to Level 3 competition representing the town • 10 children from Year 4 took part in a LKS2 Quadkids athletics competition. • 10 children from Year 5 took part in a UKS2 Quadkids athletics competition. 	
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • All pupils enjoyed the experience of competitive sport but in a no threatening environment • All had a sense of school pride and relished representing the school. • Children are continuing to enjoy taking part in competitions at school against their peers • The Year 4 children displayed all elements of the School Games Values • All children enjoyed the competitive activities in sports day. • Children are continuing to enjoy taking part in competitions at school against their peers • The Year 6 netballers displayed all elements of the School Games Values and had a great day at the county finals. 	

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	63%	66%	69%	67% *	87%
Use a range of strokes effectively; front crawl, backstroke and breaststroke	63%	73%	75%	Information unknown	87%
Perform safe self-rescue in different water-based situations	86%	90%	90%	Information unknown	N/A
The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water. Have you used any funding for this purpose?	No	No	No	No	Yes

*Due to Covid-19, no swimming lessons took 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

2019/2020 Underspend ✓ Section below must be completed for any 2019/2020 funding being carried forward ✓ Must be spent by 31 st July 2022	£0	SUB TOTAL	£0
2020/2021 Underspend ✓ Section below must be completed for any 2020/2021 funding being carried forward ✓ Must be spent by 31 st July 2022	£3831.41	SUB TOTAL	£3831.41
2021/2022 Funding ✓ Must be allocated and spent by 31 st July 2022	£16,000 + £10 per pupil (Year 1 – Year 6)	SUB TOTAL	£19,570
GRAND TOTAL			£23,401.41
Key outcome indicator 1: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	£4000 17%	Actual expenditure: % of total allocation: £1827.40 7%
Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:	£4000 17%	Actual expenditure: % of total allocation: £4456 19%
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	£5000 21%	Actual expenditure: % of total allocation: £9,636.50 41%
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	£5000 21%	Actual expenditure: % of total allocation: £4473.99 19%
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	£5000 21%	Actual expenditure: % of total allocation: £2352.70 10%

2020/2022 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 31st 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 2021/2022?</i>
Profile of PE and sport is raised across the school as a tool for whole-school improvement	Provide children in UKS2 Bikeability training Provide children in LKS2 Scootability training	£792 £720	Bikeability £1,056 £600 Scootability	35 children from Year 5 signed up for Bikeability course for Feb 2022 42 children from Year 6 signed up for Bikeability course in June 2022	To re-book bikeability (for Years 5-6) and scootability (for Years 2-4) to build upon the skills/levels taught this year.

To encourage active and safe travel to and from school				180 children across Years 2-4 participated in Scootability course level 1	
Increased confidence, knowledge and skills of all staff in teaching PE and sport To ensure there is good quality resources to help teachers teach PE and sport more effectively to all pupils, and embed physical activity across your school	Upgrade of REAL PE scheme of work so all teachers have access to all aspects of the Jasmine platform	£715	N/A See outcome 3	All staff have accessed to Jasmine portal for ease of access of plans, video and assessment tools	To continue to use REAL PE Jasmine resources but now provide more training for staff on the new Primary PE Planning Scheme.

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	<ul style="list-style-type: none"> Plan, deliver and invite an identified cohort of pupils to access a regular physical activity/ wide awake club run by Northampton Town Community Trust Whole School Healthy week with various activities to keep children active plus looking at healthy eating Twice weekly Wide-Awake club run by NTCT sports coach aimed at PP and least active children in school Encourage children and staff to participate in the Northampton Beat the Street initiative – increase and promote physical activity outside of school and in the community 	£1600 for Northampton Town Community Trust Wide Awake club	£1600	<p>30 children a week attended the Wide-Awake club run by the SENCO and NTCF sports coach.</p> <p>The whole school engaged in Northampton Beat the Street initiative. The children thoroughly enjoyed it and it increased the number of children walking to school and back.</p> <p>Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments</p>	<p>Track the transition of children into extra-curricular clubs and provision in the community</p> <p>Upskilling and deployment of staff and young leaders</p> <p>Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities</p> <p>Continue to provide 2 sessions of the Wide-Awake club a week, targeting PP children and least active.</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"> PE Coordinator to assist teachers to produce a Heat Map for their class PE Coordinator to review the Heat Map with the class teacher PE Coordinator and class teacher to consider and embed news ways of delivering aspects of the curriculum in a more physically active way Cardio Drumming to be promoted across the school 	£ 200 to promote Cardio Drumming	£227.40	Cardio drumming in Year 4 promoted on the school Twitter page New woggles have been ordered for a full class set. Year 4 now use cardio drumming for an active break as part of their daily timetable. Staff were also trained up to promote this across the school during a staff meeting to decrease the time that children are inactive during the school day linked to their heat maps. Staff are now trailing this type of active break between lessons with their classes. Evidence: A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables	Staff see the use of a visual tool to enable them to consider and instigate change SLT understand and value the tool and encourage staff to undertake on a termly basis Staff are able to influence resource choices to support their new approach 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	Provision for 2 hours of high-quality curriculum PE per week for ALL children <ul style="list-style-type: none"> Ensure lessons are well structured, differentiated and progressive Provide opportunities for all children to 'learn to lead' 	£N/A (Teacher CPD costs outlined in section 3)	£N/A	Every child in school participates in 2 hours of PE a week following the Real PE and Gymnastics scheme. They have been encouraged to 'learn to lead' through the use of the REAL PE scheme and to challenge themselves to reach their potential. <i>How do you ensure that every child is reaching their PE potential?</i> <i>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?</i> Evidence: Curriculum timetables, short, medium and long terms planning, photos, Assessment, behaviour, enjoyment	PE is regarded by all staff as the core curriculum subject it is Staff are motivated and enthused to teach it and have the subject knowledge to make it enjoyable, differentiated and progressive Good practice is shared in department and whole school meetings Schemes of work are well written and shared with all staff A new Primary PE Planning scheme as been bought to further enhance the teaching of sports across the school.

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

INTENT	IMPLEMENTATION	IMPACT
--------	----------------	--------

Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2021/2022?
Continue to be a Northampton SSP Enhanced School	<p>Ensure opportunities are added to the school diary at the earliest opportunity</p> <p>Regularly engaged with the Cluster 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>	£2800	£2,800	<p>Children across the school were provided with more sporting competitions and events than could be organised at our school alone.</p> <p>30 Year 5 children received REAL leaders training.</p> <p>Children from Years 3-6 were given the opportunity to participate in the Multi Able and Talented Club and SAS project.</p> <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>Evidence: Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events</p>	<p>Continue to be a Northampton SSP Enhanced School next year.</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>
Achieve Gold School Games Mark Award	<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"> Collect necessary evidence throughout the year Share scheme with all staff and ask for their support to achieve desired award level 	£0	£0	<p>Evidence was gathered and the Gold School Games Mark award has been applied for. We are currently awaiting verification.</p> <p>Involving staff in this award has raised the profile of sport across the school and provided more competitive sporting opportunities for the children.</p> <p>How did planning and reviewing your school's position against the criteria lead to positive changes within the school?</p> <p>How has the award improve/changed the profile of PE, school sport and physical activity within the school?</p> <p>Evidence: action plan and necessary evidence associated for the award level</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 next year.</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"> Use the real Leaders Action Plan to support in the planning and implementation of the training 	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£0</p>	<p>29 children attended the Real Leaders training at Kings Park Tennis centre in Oct 2021.</p> <p>Further Real Leaders training took place in school as part of indoor PE lessons.</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>Evidence: photos, deployment plans, observations</p>	<p>Recruit previously training young leaders to take on mentoring roles and responsibilities.</p> <p>Consider how higher level leadership training and deployment opportunities can be provided.</p>
<p>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</p>	<p>Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school</p> <ul style="list-style-type: none"> Children to apply by completing an application form. PE Coordinators to review applications and choose ambassadors Meetings held regularly. SSOC will be allocated a budget to help enhance PE and sport across the school. 	<p>£500</p>	<p>£0</p>	<p>9 children applied for the roles, completing the questionnaire explaining what they would like to change at the school for sport and PE.</p> <p>All 9 children were given posts.</p> <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>Evidence: 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>
<p>Share and celebrate achievements in PE, school sport and physical activity</p>	<p>Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly</p> <ul style="list-style-type: none"> Use Entrance Hall computer to publicly share success from within and outside of school Use Twitter, Facebook and School newsletter to highlight school sport success and progress within PE 	<p>£0</p>	<p>£0</p>	<p>Intra-competition and inter-competition results have been celebrated on our school facebook page, newsletters and on our PE notice board.</p> <p>During our worker of the week assembly, both school and out of school sporting achievements have been recognised.</p>	<p>Regularly update noticeboards and social media platforms next year.</p> <p>Engage children to contribute to school newsletters and/or managing the noticeboards.</p>

	Consider how the School Games Values or school values could be used to reward behaviours			<p>During our School Games day stickers were given out linked to our school values and the School Games Values were rewarded as part of our intra-competitions.</p> <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>Evidence: newsletters, blogs, social media, photos, assemblies</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"> Staff to identify areas of training Appropriate internal or external training and/or resources to be identified and sourced Real PE/ Real Gym refresher training for staff. Webinar training to introduce new members of staff to Create Development scheme 	£1000 Real PE whole school refresher training £700 for Real PE including upgrade	£1,440 Real PE whole school refresher training £882.50 FLEXD dance Autumn Term	What training opportunities were accessed by staff? Team teaching with FLEXD Observe and team teach with Rugby and tennis coaches Staff meeting/ training using the new Primary PE planning website	Schemes of work are to be revised for the next academic year to include more sports with a progression across the school. Good practice and learning from courses is shared within whole school meetings. Resources are available and shared with all staff.

	<ul style="list-style-type: none"> Upskill every teacher across the school in teaching Gymnastics, team teaching with Sarah from FLEXD Upskill all KS2 teachers and Year 2 in teaching tennis, team teaching with coaches from Northampton Lawn Tennis Club Upskill Upper KS2 teachers in teaching rugby, team teaching with coaches from Northampton Saints Rugby club Upskill/ team teach dance lessons for Year 4 teachers with FLEXD New scheme of work purchased to help teach sports and sport specific skills 	<p>£ 2000 for gymnastics training</p> <p>£1100 for tennis training</p> <p>£800 for rugby coaching</p> <p>£400 for Year 4 dance training</p> <p>£1000 for Primary PE Planning</p>	<p>£1,052.50 FLEXD Dance and Gym Spring</p> <p>£661.50 FLEXD Gymnastics Summer</p> <p>£950 FLEXD gymnastics Autumn Term</p> <p>£1,155 Rugby coaching</p> <p>£995 Primary PE planning subscription</p> <p>£2500 for tennis coaching Yrs 2-6</p>	<p>What resources were obtained?</p> <p>How have training and/or resources contributed to improved PE provision?</p> <p>Evidence: curriculum planning, timetables, lesson observations, children's feedback, children's academic progress</p>	
<p>Understand the local, regional and national PE, school sport and physical activity landscape</p>	<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"> Registered 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, County PE & School Sport Conference 	<p>£0</p>	<p>£0</p>	<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/staffs engagement in these opportunities?</p> <p>Evidence: 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 <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>
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"> Review success and attendance of opportunities in the previous academic year Allow children to have a voice and influence what is offered Explore and evaluate the costs and benefits of using external providers Thoroughly check for appropriate qualifications and experience before deploying external providers Explore internal opportunities to provide training to upskill staff to lead on clubs After School Tennis club for KS2 run by Northampton Lawn Tennis Club After School Rugby Club for Upper KS2 run by Northampton Saints Rugby Club After School Upper KS2 Football club twice a week for boys and girls run by sports coach from Northampton Town Community Trust Jump Rope Workshops for the whole school – to raise the profile of skipping and increase children’s skills Year 4 after-school hockey club African Dance workshop for EYFS – to learn a new style of dance Team building day for Year 2 - To improve listening, tennis and team work skills. Egyptian dance workshop for Year 3 linked to their topic and the school’s Golden Threads and Clubbercise lessons – Increased knowledge of Egyptian 	<p>Jump Rope Workshops £675</p> <p>£900 for Tennis Club</p> <p>£900 for rugby club</p> <p>£1500 for football club</p> <p>£450 For Year 4 Brazilian Dance workshop</p> <p>£600 for Year 3 Egyptian Dance workshop</p> <p>£49 FOR African dance workshop</p> <p>Team building day Year 2 £545</p> <p>Clubbercise Year 6 £360</p>	<p>Jump Rope Workshops £675</p> <p>£805 tennis club</p> <p>£121.99 hockey club</p> <p>EYFS African Dance workshop £419</p> <p>£654 Y2 Team building and tennis</p> <p>£1,020 Y3 Egyptian dance workshop and clubbercise</p> <p>£419 Y4 Samba dance workshop</p> <p>£360 Y6 Clubbercise</p>	<p>All children from EYFS – Y6 took part in a skipping workshop from Jump Rope UK. All of the children enjoyed the sessions, improved their skipping and built upon skills learnt in workshops previously delivered by this company. There are now more children skilling at break and lunch times. 14 boys and 12 girls attended the After-School Football club for Upper KS2</p> <p>60 EYFS children took part in an African dance full day workshop. They learnt a dance routine to perform and discovered a new culture and style of dance.</p> <p>20 children (12 girls and 8 boys) attended After School Hockey Club once a week to learn a new sport and skills. A chosen team then attended a School Games hockey competition.</p> <p>60 Year 2 children experienced a team building day where they had to listen and work together as a team to engage and take part in a range of tennis and problem solving team activities. The children learnt about the importance of listening to one another to achieve something - they also got to know each other better and after have shown more resilience, a better understanding about why it's important to listen and have developed stronger relationships with each other whilst also learning a range of important skills/tactics about tennis.</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>All teaching staff were present for the workshops so are now more confident at developing children’s skipping skills.</p> <p>The Year 4 Samba dance workshop and performances were filmed so these could be used as a basis for teaching this style of dance again next year if funding is withdrawn.</p> <p>EYFS, Year 2, 4 and 6 staff were present at all of the workshops so were up-skilled for delivering such lessons next year.</p>

	<p>instruments, music and dance and clubbercise to enhance stamina and fitness.</p> <ul style="list-style-type: none"> • Brazilian dancing workshop for Year 4 linked to their topic and the school's Golden Threads - To perform learn a Samba and Street dance using a range of movement patterns • Clubbercise lessons to enhance fitness for Year 6 		<p>60 Year 3 children enjoyed an Egyptian dance workshop and Clubbercise sessions. The children loved the activities and were all engaged and it was good professional development for the adults too. Actual replica instruments were bought in that would have been used in Egyptian times. The children have learnt through experience, looked forward to the clubbercise sessions each week and learnt that staying fit and healthy can be fun.</p> <p>60 Year 4 children took part in half day Samba dance workshop. They were exposed to new Latin American music, learnt lots of new samba dance moves and about the style of the dance. This then resulted in the children learning and performing two different Samba dances. The children came away from the workshop more aware of this style of dance and could perform a variety of different dance moves.</p> <p>60 Year 6 children attended four clubbercise sessions run by Kids Clubbercise. These sessions raised children's enjoyment and interest in dance whilst also increasing their fitness levels.</p> <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>Evidence: registers, photos</p>	
--	---	--	--	--

<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"> Consider links to clubs where the sport is either popular within school or attendance at clubs is high- Northampton Saints Rugby Club, Northampton Town Football Club, Northampton Lawn Tennis Club Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards Consider how the relationship can be reciprocal 	<p>£0</p>	<p>£0</p>	<p>NLTC have provided both coaching sessions and afterschool clubs for the children in school.</p> <ul style="list-style-type: none"> After School Tennis club for KS2 run by Northampton Lawn Tennis Club After School Rugby Club for Upper KS2 run by Northampton Saints Rugby Club After School Upper KS2 Football club twice a week for boys and girls run by sports coach from Northampton Town Community Trust. <p>What clubs have you developed links with?</p> <p>Why were these links chosen?</p> <p>How have children and/or staff benefited from the partnership?</p> <p>Evidence: School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</p>	<p>Use qualified and experienced coaches again next year 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"> Identify a cohort of children who meet the outlined criteria Identify a member of staff to support and accompany the children Celebrate the achievements of these children within school and with their families 	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£0</p>	<p>8 Year 6 children took part in trampolining as part of the SAS squad. The children gained in confidence and learnt a new sporting skill at the same time.</p> <p>How many children were involved?</p> <p>What did the project involve?</p> <p>What did the children achieve/again from being involved in the project?</p> <p>How did/will the activities support them to develop confidence, self-esteem, social skills?</p> <p>Evidence: photos, pre-post questionnaire, child and family feedback, teacher observations</p>	<p>Staff to continue to track progress in identified learning areas</p> <p>Support children to transition into extra-curricular opportunities</p>

Provide opportunities for children identified as Able & Talented to access higher level learning opportunities	Support children to access an SSP organised Able & Talented Multiskill Academy <ul style="list-style-type: none"> Staff to nominate children who exhibit higher level learning potential in their multi-abilities rather than their ability to perform high in just 1 sport Staff to track children participation and progress 	£0 (Incl. in Enhanced Membership)	£0	6 children from Years 4, 5 and 6 attended the autumn Able and Talented Multiskills academy. What impact has the opportunity had on the child (ren)? Evidence: Academy reports, attendance registers, photos, parent and child feedback	SSP to support schools to develop relationships and pathways with local community sports clubs SSP to support schools to identify particular opportunities for individual children The chosen children to continue to attend the academy next year.
--	--	--------------------------------------	----	---	---

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)	£0	How many children with SEND accessed Intra-School competitions: Inter-School competitions: What impact did their participation in a competition have on them? Evidence: photos, teacher observation, team declarations	Incorporate inclusive sports into core curriculum lessons Provide opportunities for children with SEND to undertake leadership training
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"> Design a format to ensure all children are enthused to participate Consider including personal challenges to encourage healthy competition Upskill and deploy a cohort of young leaders Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised 	£ 200	£160.70	The whole school participated in the School Games Day which included a variety of athletics activities. Each child took part in a throwing, jumping and running event. School value stickers were awarded to celebrate success as well as position stickers. How many children participated in the School Games Day?	Evaluate the success of the event <ul style="list-style-type: none"> Ease of planning and delivering Feedback from parents, staff and children Use the feedback gathered to adapt and improve the day next year.

				<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>Evidence: photos, event programme, young leader training days</p>	
Provide opportunities for all children to access personal challenge activities	<p>Organise and deliver a series of Personal Challenge opportunities</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> • <i>Consider how these competitions could be linked to whole school house systems</i> 	£ 50	£0	<p>How many children participated?</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	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant – consider accessing NSport resources</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> • <i>Consider how these competitions could be linked to whole school house systems</i> 	£ 100	£0	<p>120 children participated in Intra School Kurling Competition (Years2 and 5), 60 children participated in Intra School Dodgeball Competition (Year 3), 60 children participated in Intra School Hockey competition (Year 4)</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>Evidence: photos, young leaders deployed, observations, social media, newsletters</p>	<p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities</p>
Provide opportunities for broad range of children to access Inter-School Competitions	<p>Access School Sport Partnership or Cluster organised Inter-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant</i> 	£0 (Incl. in Enhanced Membership)	£0	<p>24 children attended the Year 4, 5 and 6 Town Cross country championships.</p>	<p>Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals</p>

	<ul style="list-style-type: none"> Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children Ensure children are adequately prepared for the competitions to ensure a positive competition experience Consider how school representatives are rewarded for the achievements 			<p>9 boys attended the Year 5 and 6 Open Football competition</p> <p>4 children attended the Year 3 and 4 Gymnastics competition</p> <p>6 children attended the Year 3 and 4 Hockey competition</p> <p>.....Netball?</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> <p>Evidence: Team Declaration Forms, photos, teacher observations</p>	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	<p>Access pre-Inter School Games competition practice sessions</p> <ul style="list-style-type: none"> Consider the team selection and the competition eligibility Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children 	£ (Incl. in Enhanced Membership)	£0 See outcome 4 hockey and tennis club	<p>How many different children accessed these opportunities?</p> <p>How effective were the pre-Inter School competition practice sessions?</p> <p>Did staff gain further knowledge, skills and ideas from attending?</p> <p>Evidence: 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 exploring new sports and activities in a safe and friendly festival environment	<p>Access Multisport Festivals planned and delivered by Cluster host secondary school</p> <ul style="list-style-type: none"> Select children who are unlikely to represent the school in other sports opportunities 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 	£ (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>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>

				Evidence: participation tracker, photos, staff observations, parental feedback	
Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting	<p>Access termly School Sport Partnership or Cluster Year 3/4 Festivals</p> <ul style="list-style-type: none"> • <i>Select children who need the opportunity to have a positive experience of school sport and /or need to be rewarded for their efforts in PE and /or extra-curricular clubs</i> • <i>Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day</i> 	£ (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>Evidence: 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	£ 5000	£2,192	<p>Transport arranged for: SAS squad session, Open Football competition, Cross Country competition, Gymnastics competition</p> <p>Evidence: competition registrations</p>	To ensure a similar amount is allocated for competitions next year

Other indicator identified by the school: Additional swimming

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>
For all remaining non-swimmers to achieve 25 metres and perform safe self-rescue over a varied distance thus meeting the statutory requirements of the national curriculum for PE	<p>Renegotiate additional pool time over 6 weeks</p> <p>Utilise the coach based at the swimming g pool to work alongside teachers</p>	£480 plus transport costs	£800	Evidence: photos, teacher observation, team declarations	The teachers will work together to ensure all staff involved are confident and secure in teaching swimming

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.

Completed by:	Gemma Hillier and Donna Hargreaves				Date:	21 st November 2021		
Document updated	15-12-2021	26-4-2022	5-7-2022	20-7-2022				

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 29th October 2021
- 5/12 of your funding allocation on 29th 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 2nd November 2021
- 5/12 of your funding allocation on 3rd 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 2nd November 2021
- 5/12 of your funding allocation on 4th 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>