

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

Ecton Brook Primary School

PE COORDINATOR

Trish Hatfield/Lynett Pilgrim

HEAD TEACHER

Neil Woods/Debbie Archer

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

All pupils will participate in physical activity and are challenged to develop their physical skills. Pupils will be aware of a wide range of physical possibilities they can take part in now and in the future. Pupils will have a clear understanding of and skills set to achieve healthy lifestyles now and in the future.

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?
1. Engagement of all pupils in regular physical activity	Key ACHIEVEMENTS Training up of sports leaders (88 children in Y5, 30 children in Y4).	In 2022/23 there will be 3 year 5 classes which will continue to be young leaders and train the Y4 children to allow for capacity in coming years. Children will continuously receive training from LP and EMC
	Impact on PARTICIPATION More children active at playtime/lunchtime promoting more healthy habit and also better playground attitudes. Behaviour is better as children are engaged.	
	This has had a positive impact on self-esteem of leaders and given them a sense of purpose and responsibility.	
	Impact on ATTAINMENT	
2. Profile of PE and sport is raised across the school as a tool for whole-school improvement	Key ACHIEVEMENTS All teachers trained in Real PE	More Real PE/Gym training will build confidence in teachers to deliver quality PE/Gym lessons.
	Impact on PARTICIPATION Regular PE sessions twice weekly for all children delivered with increased confidence across the school.	
	Impact on ATTAINMENT Improving skills in PE across children in all year groups.	
3. Increase confidence and skills of staff in teaching PE and Sport	Key ACHIEVEMENTS All teachers trained in Real PE	PE Leads will continue to support staff with modelled lessons and help with online resources.
	Impact on PARTICIPATION Children are engaged in lessons. There is a specific focus in each lesson (social, personal, creative, cognitive or physical). Children are engaged and always participating. The structure of lessons means that the children always have a task or purpose.	
	Impact on ATTAINMENT More active session for children which are taught with purpose and are measurable (skills)	
4. Broader experience of a range of sports and activities offered to all pupils	Key ACHIEVEMENTS Golf offered to Y4 & Frank Bruno Boxing Centre (24 children (years 4,5 and 6) less active children were selected to promote exercise and positive mindset or children with anxiety issues post lockdown).	The Frank Bruno Boxing Centre project will recommence in September (12 children per term from y4,5 and 6) Currently in negotiation with the golf scholarship for future partnerships.
	Impact on PARTICIPATION	

	Impact on ATTAINMENT	
5. Increased participation in competitive sport	Key ACHIEVEMENTS Return to sporting competitions (county New Age Kurling, intra sports: football (girls and boys and also open), Boccia and Kurling , hockey. Girl's cricket (3 rd place) Boys' cricket (2 nd) Tennis (3 rd)	All sporting competitions will continue again starting September 2022
	Impact on PARTICIPATION Promotes teamwork, enjoyment and a positive approach to competing with others. 90% of children have participated in inter school sports.	
	Impact on ATTAINMENT	

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	65%	65%	65%	0%	0%
Use a range of strokes effectively; front crawl, backstroke and breaststroke	60%	65%	65%	0%	0%
Perform safe self-rescue in different water-based situations	60%	65%	65%	0%	0%

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	N/A	N/A	N/A
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PE & SCHOOL SPORT DEVELOPMENT PLAN

2020/2021 Underspend ✓ Section below must be completed for any 2020/2021 funding being carried forward ✓ Must be spent by 31 st July 2022	£5,605	SUB TOTAL	£5,605
2021/2022 Funding ✓ Must be allocated and spent by 31 st July 2021	£16,000 + £10 per pupil (Year 1 – Year 6)	SUB TOTAL	£21,090
GRAND TOTAL			£26,695
Key outcome indicator 1: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation: £0
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:		Actual expenditure: % of total allocation: £2,800 10.5%
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation: £12,857 48%
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation: £4,395 16.5%
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation: £4,353 16%

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 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?
To develop the skills and confidence of staff to teach PE	Real PE Training	£5,000	£2,290	More consistent approach to PE. More active and skilled children.	Maintaining and further training if requested.

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

INTENT	IMPLEMENTATION	IMPACT
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Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2021/2022?
Have tailored opportunities that attract children who are least active and/or those who have been most affected by Covid-19 to participate in regular physical activity	Plan a multiskill approached physical activity programme for an identified cohort of children. <ul style="list-style-type: none"> How will children be encouraged & rewarded for participation Appropriate and committed staff Deployment of young leaders When will it be delivered? <i>Ongoing</i> Could it be delivered virtually, and home based? <i>Delivered in school</i> 	£	£	How many children have accessed the programme over the term/academic year? All of Year 5 and Year 4 are ongoing What impact has the programme had on the children's health & well-being, attendance, attainment? Children have shown a positive attitude to the training and this appears to have impacted on self-esteem and confidence in speaking publicly. 75% of children in Year 5 have been trained and are carrying out roles as Young Leaders. Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments	Track the transition of children into extra-curricular clubs and provision in the community Upskilling and deployment of staff and young leaders Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities
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"> PEC to assist teachers to produce a Heat Map for their class PEC to review the Heat Map with the class teacher PEC and class teacher to consider and embed new ways of delivering aspects of the curriculum in a more physically active way 	£	£	What did the 1 st phase Heat Maps look like? Children were inactive especially returning after lockdown. What did the 2 nd phase Heat Maps look like? Children were more engaged once physical elements were included within the lesson Did the teacher change anything to increase the amount of time the children were active within the curriculum? Children had regular brain breaks with Joe Wickes daily workout or afternoon mile track breaks between lessons. Can the school demonstrate that every child is offered/accessing 30 active minutes each day? Children have structured activities organised by young leaders and also have regular exercise by running/walking around the mile track. 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"> • <i>Ensure lessons are well structured, differentiated and progressive</i> • <i>Provide opportunities for all children to 'learn to lead'</i> 	£ (Teacher CPD costs outlined in section 3)	£	How many hours of curriculum PE is each year group receiving? 2 hours per week How do you ensure that every child is reaching their PE potential? Real P, Coaches supporting teachers in upskilling them for their own teacher led lessons. & Lynett Pilgrim 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? In Real PE children are regularly asked to demonstrate activities and review each other's performance, giving positive feedback and recommendations for improvement. 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
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Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2021/2022?
Continue to be a Northampton SSP Enhanced School	Ensure opportunities are added to the school diary at the earliest opportunity <i>Regularly engaged with the Cluster SSCO; SSCO will provide 1-2-1 support to schools, deliver the cluster aspect of the programme such as Multisport Festivals and support school and will support the delivery, embedding and review of the real Leaders programme</i>	£2800	£2800	What has the school gained by being an SSP Enhanced School? Support from the SSP with adult training, young leader training. Which groups of children/adults within your school have benefited the most? All teaching staff through Real PE training, young leaders received regular training. Pre-level 2 events training. Evidence: Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events	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?

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>How did planning and reviewing your school's position against the criteria lead to positive changes within the school?</p> <p>Children attended more sporting activities. Extra curricular clubs were increased, Frank Bruno Project was introduced. Y4 and 5 young leaders were given the responsibility to run multi-sports activities for other year groups, building self-esteem and leadership qualities.</p> <p>How has the award improve/changed the profile of PE, school sport and physical activity within the school?</p> <p>Children are keen and eager to be involved in the Young Leaders project and are developing positive attitudes to sports and physical activity. Children who attended the Frank Bruno Project showed a positive attitude to sports and school in general.</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</p> <p>Celebrate success and improvements with staff and the wider community</p>
Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce	<p>Use the real Leaders scheme of work to upskill a cohort of confident and knowledgeable young leaders</p> <ul style="list-style-type: none"> Use the real Leaders Action Plan to support in the planning and implementation of the training 	£0 (Incl. in Enhanced Membership)	£	<p>How many young people have accessed core leadership training? 75% of Year 5</p> <p>What roles were the young leaders deployed to undertake? What impact did they have on whole school? Children are deployed at all breaktimes (morning and lunch) Making all break activities more structured. All young leaders attend a monthly training and review meeting with Sports lead. Y4 children are mentored throughout the year by the more experienced Y5 children.</p> <p>What has this training given the young leaders? Confidence and skills</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>

Bring together a cohort of young leaders to form the School Sport Organising Crew (SSOC) who will influence and have a voice for all children in all thing PE, school sport and physical activity	Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school <ul style="list-style-type: none"> How young leaders will be recruited fairly How the meetings will be structured and items to be discussed – can there be a 2-way process with the main school council? 	£	£	<p>What were the main objectives for the group? To work independently, teamwork and confidence</p> <p>What did the group action, influence or change? The ability to lead their own groups giving them a sense of responsibility</p> <p>What impact did this group of children have on the whole school? It gave the children a pattern to follow and gave breaktimes a more structured approach</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>
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"> Use a noticeboard and/or school digital system to publicly share success from within and outside of school Use social media to highlight school sport success and progress within PE Consider how the School Games Values or school values could be used to reward behaviours 	£	£	<p>What has been celebrated? Children receive regular praise and recognition for participation in the YL scheme.</p> <p>How has it been celebrated? Certificates are publicly awarded to boost self-esteem and recognise achievements.</p> <p>How have children been rewarded and recognised for their efforts and achievements? All YLs have a picnic in the summer term.</p> <p>Evidence: newsletters, blogs, social media, photos, assemblies</p>	<p>Regularly update noticeboards and social media platforms</p> <p>Engage children to contribute to school newsletters and/or managing the noticeboards</p>

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

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i>
All staff to deliver high quality PE teaching and learning for all children	Undertake a training needs analysis of all staff • <i>Staff to identify areas of training</i>	£ 10,500	£ 10,500 Resources	What training opportunities were accessed by staff? All staff have been trained in Real PE. PE co-ordinator (LP) supported staff CPD with modelled lessons and sports coaches	Schemes of work are revised Good practice and learning from courses is shared within whole school meetings

	<ul style="list-style-type: none"> Appropriate internal or external training and/or resources to be identified and sourced 		£2,357	<p>have supported in upskilling teaching staff. Real PE coaches have modelled lessons to staff.</p> <p>What resources were obtained? Real PE online facility and new resources to support the delivery of Real PE 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>	Resources are available and shared with all staff
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"> 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 	£	£	<p>What local, regional or national events or campaigns have the school engaged in? PE lead attended county PE conference and Real PE training modules. Online modules were undertaken. Who have these opportunities benefited the most? Staff training has meant that ultimately the children have benefitted through more informed and structured PE lessons.</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 <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>
Offer a diverse and needs led extra-curricular programme	Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable <ul style="list-style-type: none"><i>Review success and attendance of opportunities in the previous academic year</i><i>Allow children to have a voice and influence what is offered</i>	£ Football club £385 Running Club £175	£ Football club £385 Running Club £175	How many children accessed an extra-curricular club for at least 6 weeks (half a term)? Football (30 children (y4,5 &6), Running club (15 children from Y3 EB, Y5 &6 Bellinge)), gymnastics club (20 children mixed year groups), Hotshots (45 children Y4,5 &6), Change for Life (30 children Y4), Young Leaders (30 children from Y4).	Evaluate attendance at each club and adjust offer accordingly Use child voice to influence and engage specific cohorts of young people

	<ul style="list-style-type: none"> 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 	Hotshots £2,835 Gymnastics £480 Frank Bruno £520	Hotshots £2,835 Gymnastics £480 Frank Bruno £520	<p>What were the percentages of girls and boys, and years groups represented within the clubs?</p> <p>80% of children.</p> <p>Which clubs were the most popular?</p> <p>Hotshots and football</p> <p>How did the children benefit from this provision?</p> <p>Evidence: registers, photos</p>	
Develop meaningful links to local sports clubs to develop pathways for children to move from school to community	<p>Acquire knowledge about local community sports providers</p> <ul style="list-style-type: none"> Consider links to clubs where the sport is either popular within school or attendance at clubs is high Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards Consider how the relationship can be reciprocal 	£	£	<p>What clubs have you developed links with?</p> <p>Overstone Golf Club, Frank Bruno Boxing Centre</p> <p>Why were these links chosen?</p> <p>To improve Mental health</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 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>
Provide a unique opportunity for a cohort of children who need opportunities to develop confidence, social skills and self-belief to access a transition project	<p>Access the Partnership's Student Aspiration Squad project</p> <ul style="list-style-type: none"> 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 	£ (Incl. in Enhanced Membership)	£	<p>How many children were involved?</p> <p>8</p> <p>What did the project involve?</p> <p>Different sporting activities which children may not ordinarily have the opportunity to participate in; taking them beyond their comfort zone and challenging their attitudes and giving them the chance to explore different situations.</p> <p>What did the children achieve/again from being involved in the project?</p> <p>Self-esteem, confidence, team work, making new friends and improving social skills</p> <p>How did/will the activities support them to develop confidence, self-esteem, social skills?</p> <p>Through enjoyment, working with children that were unfamiliar to them (from other schools).</p>	<p>Staff to continue to track progress in identified learning areas</p> <p>Support children to transition into extra-curricular opportunities</p>

				Evidence: photos, pre-post questionnaire, child and family feedback, teacher observations	
Provide opportunities for children identified as Able & Talented to access higher level learning opportunities	Support children to access an SSP organised Able & Talented Multiskill Academy <ul style="list-style-type: none"> • Staff to nominate children who exhibit higher level learning potential in their multi-abilities rather than their ability to perform high in just 1 sport • Staff to track children participation and progress 	£ (Incl. in Enhanced Membership)	£	How many children accessed the Able & Talented Multiskill Academy? 6 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

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	£ (Incl. in Enhanced Membership)	£	How many children with SEND accessed Intra-School competitions: Boccia 12, curling 12 Inter-School competitions: Boccia 6, kurling, archery What impact did their participation in a competition have on them? Improved self-esteem 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 	£	£	How many children participated in the School Games Day? 360 KS2 children How did the School Games Day conclude a year-round programme of PE and school sport? A celebration of sports which was attended by parents/community What does this day mean to the children? A time to support and participate as a whole school in physical activity	Evaluate the success of the event <ul style="list-style-type: none"> • Ease of planning and delivering • Feedback from parents, staff and children

	<i>can be done to ensure different children are recognised</i>			How do you ensure the event is inclusive? Evidence: photos, event programme, young leader training days	
Provide opportunities for all children to access personal challenge activities	Organise and deliver a series of Personal Challenge opportunities <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant</i> • <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> 	£	£	How many children participated? All children (360 KS2) How and when did you provide the opportunities? Weekly: During real PE sessions 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? Children compete against their own targets/outcomes Evidence: 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"> • <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> 	£	£	How many children participated in at least one Intra-School competition? Hockey Y3 v Y4 (60) Y5 v Y6 (60) Tag Rugby Y3 v Y4 (60) Y5 v Y6 (60) What did the experience give to the children? Motivation and a positive approach to competitive sport. How has intra-school competition supported whole school cohesion and raising the profile of it across the school? Raising the profile of sports via the school blog Evidence: 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"> • <i>Ensure activities are School Games compliant</i> • <i>Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children</i> • <i>Ensure children are adequately prepared for the competitions to ensure a positive competition experience</i> 	£ (Incl. in Enhanced Membership)	£	What competitions did you attend? Multiskills, Sportshall athletics, Boccia, Cross country, kurling How did the children deal with success and failure? Whilst children were competitive in competitions, they were also able to understand that winning wasn't always the purpose and took losing well. How did the experience contribute to other aspects of the children's learning and social	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

	<ul style="list-style-type: none"> Consider how school representatives are rewarded for the achievements 			<p>development? Self-esteem, motivation and attendance increase</p> <p>Evidence: Team Declaration Forms, photos, teacher observations</p>	
Provide opportunities for children to adequately prepare for Inter-School competitions	<p>Access pre-Inter School Games competition practice sessions</p> <ul style="list-style-type: none"> 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)	£	<p>How effective were the pre-Inter School competition practice sessions? Very effective, giving children a better understanding of working together as a team and approaching competitive sports in a positive way.</p> <p>Did staff gain further knowledge, skills and ideas from attending? Yes</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)	£	<p>How many children participated in a festival? Y5 and Y4</p> <p>How did the children generally feel about the opportunity to attend the event? They were excited to be taking part and very positive about the experience given the current climate and limited opportunities over the past two years.</p> <p>What impact did the experience have on the children? It was an excellent opportunity for children to build their social interaction with children from other schools and many made new friends.</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 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"> 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)	£	<p>How many children participated in a festival? FEB 2022 – 30 children</p> <p>How did the children generally feel about the opportunity to attend the event? Positive attitudes all round. Children were highly motivated and engaged.</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>

	<ul style="list-style-type: none"> Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day 			<p>What impact did the experience have on the children?</p> <p>Increase in self-esteem and motivation for sports</p> <p>How do you think this opportunity could inspire and enthuse them?</p> <p>Encourage children to be physically active and engage in different sports</p> <p>Evidence: participation tracker, photos, staff observations, parental feedback</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	£ £4,400	£ 4,353	Having our own minibus ensures that there are no transport limitations to children being able to access a range of sports within the area.	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.

Completed by:	Trish Hatfield				Date:	12/10/2022		
Document updated	March 2022	July 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>