

2022/2023 PE AND SPORT PREMIUM DEVELOPMENT PLAN

EVIDENCING THE IMPACT & SUSTAINABILITY

Schools have a central role to play in supporting all children and young people to live healthy active lives. This is particularly true of primary school where the foundations of positive and enjoyable participation in regular physical activity should be established.

Crucial to achieving this is ensuring that pupils have access to at least 30 minutes of physical activity during the school day, alongside high-quality PE provision taught by confident and knowledgeable teachers and opportunities to experience and participate in a wide range of sports and physical activities. PE and sport premium grant funding should be used by schools towards these aims.

SCHOOL

Ecton Brook Primary School

HEAD TEACHER

Neil Woods/ Debbie Archer

PE COORDINATOR

Lynett Pilgrim & Trish Hatfield

PE & Sport Premium: Government intent

Ensure that pupils have access to at least 30 minutes of physical activity during the school day, alongside high-quality PE provision taught by confident and knowledgeable teachers and opportunities to experience and participate in a wide range of sports and physical activities.

PE & Sport Premium: School intent

Funding is being allocated in a way that will ensure a sustainable approach to PE within the school and equip teaching staff with the confidence and competence to deliver quality PE lessons. Funding will also be allocated to giving children opportunities and experiences which would not normally be available to them, in particular, those experiences which involve outdoor activities.

Key outcome indicators: Updated 2022/2023

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

Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

- 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

Key outcome indicator 2: Engagement of all pupils in regular physical activity

- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching
- providing targeted activities or support to involve and encourage the least active children

Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement

- 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 4: Broader experience of a range of sports and activities offered to all pupils

- 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
- 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

- 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
- provide children and young people with adequate preparation to ensure they gain positive experiences to sustain their involvement

Evidencing the impact: Review of PE & Sport Premium expenditure 2022/2023

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2023/2024?
1. Increase confidence and skills of staff in teaching PE and Sport	Key ACHIEVEMENTS Staff are now fully trained in the implementation of Real PE and new staff have been paired with those who are trained in the resource.	We will have a constant flow of trained young leaders who will pass on their experience and knowledge to the year group below in readiness for them to step into the role the following year. Further team teach of Real PE sessions to support staff confidence and skill levels, this will enable more pupil engagement and pupil progress which will give a broader impact of REAL PE across the whole school. It also offers positive relationships to PE for life.
	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 Staff are more confident and experienced with the Real PE process and children are more active in the session which are taught with purpose and are measurable (skills)	
2. Engagement of all pupils in regular physical activity	Key ACHIEVEMENTS A continuous strategy to role out training from Year 5 down to year 4 to allow for sustained provision of Young leaders	The Year 5 Young Leaders are now training the Year 4's, to allow an easy transition from Yr4 to Yr5 to become Young Leaders. Both year groups will run a festival for KS1 children after the Easter Break. Now that both year groups are leading this has actively increased the number of children participating and has improved the confidence of all the Young Leaders.
	Impact on PARTICIPATION This has also had a positive impact on self-esteem of leaders and direction and positive use of time for those children who would be prone to poor choices during free play times.	
	Impact on ATTAINMENT An increase in the amount of children being active during lunch and break times.	
3. Profile of PE and sport is raised across the school as a tool for whole-school improvement	Key ACHIEVEMENTS All staff are trained in Real PE.	All staff are trained and are delivering Real PE. All classes have 1hr session of Real PE and 1hr of sports skilled PE ie: Tennis Staff engage in the webinars to keep us up to date in delivering high quality PE. Continuation of support to ensure high quality PE teaching across the school.
	Impact on PARTICIPATION All children are receiving 2 hours of PE each week. At least 1 session of Real PE and one of sports skills and activities.	
	Impact on ATTAINMENT Children in all year groups are receiving quality PE sessions with a progression of skills.	
4. Broader experience of a range of sports and activities offered to all pupils	Key ACHIEVEMENTS Frank Bruno Boxing Centre (offered to all KS2 children) less active children were given specific focus to promote exercise and positive mindset or children with anxiety issues post lockdown). Golf offered to Y4. Before school sports club, offering a wide selection of sports activities was offered to all Y5 and 6 children (25 children on both sites (50 total) to promote team working)	Every Monday afternoon 10 children each term attended the Frank Bruno Centre, where they learnt a range of exercises along with how to box, 8 children signed up to the Frank Bruno Gym after attending the schools programme.

	Impact on PARTICIPATION An improvement in confidence and working together as a team and developing the skills to motivate each other.	<p>Golf for Year 4 continues at Overstone Golf Club. Their confidence has grown and teamwork is apparent to see. Before school sports club offers alternative sports to the children ie: table tennis, basketball, archery, kurling. The attendance rate continues to be high and you can see the teamwork and sports skills developing rapidly. Tennis coaches from Northants Tennis club gave coaching sessions to 30 Year 2 children.</p> <p>Continue to engage with the Sports Partnership to offer a wide range of sporting opportunities for all children.</p>
	Impact on ATTAINMENT	
5. Increased participation in competitive sport	Key ACHIEVEMENTS Frequent sporting competitions (New Age Kurling, intra sports: football (girls and boys and also open), Boccia and Kurling , hockey. Girl's cricket, Boys' cricket, Archery, Netball, Basketball	<p>Whilst offering a wide range of sports and allowing the children to find their own skills the children have a very positive approach to sport and understand the importance of teamwork as well as being able to participate individually.</p> <p>Continue to monitor the participation of children in each class. Ensure all children have opportunities. Each child would have been offered a sporting opportunity by the end of the Summer term.</p>
	Impact on PARTICIPATION Giving children experience at a range of different sports and promoting 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 and water safety are national curriculum requirements and essential life skills. The national curriculum requirement is 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 the PE and sport premium to fund the professional development and training that is available to schools to train staff to support high-quality swimming and water safety lessons for their pupils.

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				
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Swim competently, confidently and proficiently over a distance of at least 25 metres	65%	65%	0%	0%	60%
Use a range of strokes effectively; front crawl, backstroke and breaststroke	65%	65%	0%	0%	60%
Perform safe self-rescue in different water-based situations	65%	65%	0%	0%	60%
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?	N/A	N/A	N/A	N/A	N/A

PE & Sport Premium: Development Plan

2022/2023 Funding Must be allocated and spent in full by 31 st July 2023	£16,000 + £10 per pupil (Year 1 – Year 6)		SUB TOTAL	21,090
Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	£6125	Actual expenditure: % of total allocation:	£6125 (29%)
Key outcome indicator 2: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	£975	Actual expenditure: % of total allocation:	£975 (5%)
Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:	£3250	Actual expenditure: % of total allocation:	£3250 (15%)
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	£4050	Actual expenditure: % of total allocation:	£4050 (19%)
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	£6690	Actual expenditure: % of total allocation:	£6690 (32%)

Key outcome indicator 1: 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 2022/2023?
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 A questionnaire was sent to all teaching staff in order to identify any training needs. Appropriate internal or external training and/or resources to be identified and sourced Staff who identified a training need were supported by PE Leads and where necessary, lessons were modelled and support given with RealPE resources. 	£5000 £430 Resources	£5430	What training opportunities were accessed by staff? PE leads participated in Real PE training sessions, All staff have access to the Real PE Jasmin online system where there are numerous online courses. PE Leads have undertaken several of these. The new REAL PE Bursts will offer further training to all staff. What resources were obtained? Resources are obtained by using to the REAL PE platform – printing off their lessons and using PE equipment. How have training and/or resources contributed to improved PE provision? support was then given to other members of staff by trained PE co-ordinators Pupil voice, questionnaire, observations. Evidence: curriculum planning, timetables, lesson observations, children's' feedback, children's academic progress	Schemes of work are revised Continuous application of Real PE provision Good practice and learning from courses are shared within whole school meetings Resources are available and shared with all staff

Understand the local, regional and national PE, school sport and physical activity landscape	Use a variety of platforms to keep up to date with changes to the sporting landscape and seek to engage in opportunities that could benefit staff and children <i>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</i>	£695 Real PE Subscription	£695	What local, regional or national events or campaigns have the school engaged in? PE leads attend county PE Conferences and Real PE training through both online and in person modules. Who have these opportunities benefited the most? Staff training and on-going support with Real PE and its implementation has meant that staff CPD is supported and ultimately the children receive more structured and purposeful PE lessons What is the lasting legacy of the children/staffs engagement in these opportunities? Confidence teaching and building skills that will develop as children progress through school. Evidence (staff feedback and pupil voice responses as well as observations. Evidence: photos, observations, training opportunities	Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities Attend the School Games Value events. Ofsted webinar attended by PE leads and Head (Feb 2023) PE Conference (March 2023) Share important messages with all staff Jasmine Bursts – Home Learning
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Key outcome indicator 2: Engagement of all pupils in regular physical activity

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 2022/2023?</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	Plan a multiskill approached physical activity programme for an identified cohort of children. SAS Project, Frank Bruno Boxing. <ul style="list-style-type: none"> <i>How will children be encouraged & rewarded for participation</i> <i>Appropriate and committed staff</i> <i>Deployment of young leaders</i> <i>When will it be delivered?</i> <i>Could it be delivered virtually, and home based?</i>	£975	£975	How many children have accessed the programme over the term/academic year? Frank Bruno - 10 chn per term (weekly) 60 chn in total. SAS Project (8 chn over 6-8 weeks) What impact has the programme had on the children's health & well-being, attendance, attainment? FB has had positive impact on chn fitness and mental well-being and has been used as a signpost to the club. Uptake is good, a good number of chn continue to attend the club. Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments Registers and blog/photos	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	<p>Use the Active School Planner as a tool to visually demonstrate to staff when during the day children are inactive</p> <ul style="list-style-type: none"> • <i>PEC to assist teachers to produce a Heat Map for their class</i> • <i>PEC to review the Heat Map with the class teacher</i> <p><i>PEC and class teacher to consider and embed new ways of delivering aspects of the curriculum in a more physically active way</i></p>	£	£	<p>What did the 1st phase Heat Maps look like?</p> <p>What did the 2nd phase Heat Maps look like?</p> <p>Did the teacher change anything to increase the amount of time the children were active within the curriculum?</p> <p>Can the school demonstrate that every child is offered/accessing 30 active minutes each day?</p> <p>Evidence: A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</p>	<p>Staff see the use of a visual tool to enable them to consider and instigate change</p> <p>SLT understand and value the tool and encourage staff to undertake on a termly basis</p> <p>Staff are able to influence resource choices to support their new approach</p> <p>Staff share good practice and resources that have helped to increase the quality and quantity of physical activity time within the curriculum</p>
Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy	<p>Provision for 2 hours of high-quality curriculum PE per week for ALL children</p> <ul style="list-style-type: none"> • <i>Ensure lessons are well structured, differentiated and progressive</i> <p><i>Provide opportunities for all children to 'learn to lead'</i></p>	£ (Teacher CPD costs outlined in section 3)	£	<p>How many hours of curriculum PE is each year group receiving? 6 hours p/w per year group</p> <p>How do you ensure that every child is reaching their PE potential? Real PE offers the children to monitor and review their learning success using the cogs, gift cards and skill stages, Assessment wheels.</p> <p>How do children learn to lead within PE lessons? What impact do these leadership skills have on the child and their contribution to whole school? Children learn to lead by taking on activities, volunteering and advising within their groups</p> <p>Evidence: Curriculum timetables, short, medium and long terms planning, photos, Assessment, behaviour, enjoyment</p>	<p>PE is regarded by all staff as the core curriculum subject it is</p> <p>Staff are motivated and enthused to teach it and have the subject knowledge to make it enjoyable, differentiated and progressive</p> <p>Good practice is shared in department and whole school meetings</p> <p>Schemes of work are well written and shared with all staff</p>

Key outcome indicator 3: 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 2022/2023?
Continue to be a Northampton SSP Enhanced School	<p>Ensure opportunities are added to the school diary at the earliest opportunity</p> <p><i>Regularly engaged with the Cluster SSCO; SSCO will provide 1-2-1 support to schools, deliver the cluster aspect of the programme such as Multisport Festivals and support school and will support the delivery,</i></p>	£3,250	£3250	<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>	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?

	<i>embedding and review of the real Leaders programme</i>			Evidence: Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events	
Achieve Gold School Games Mark Award	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 <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	How did planning and reviewing your school's position against the criteria lead to positive changes within the school? How has the award improve/changed the profile of PE, school sport and physical activity within the school? Evidence: action plan and necessary evidence associated for the award level	Raise awareness of the tool and report in whole school meetings Ensure SLT are clear on the report outcomes are supportive of areas to be developed Celebrate success and improvements with staff and the wider community
Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce	Use the real Leaders scheme of work to upskill a cohort of confident and knowledgeable young leaders Use the real Leaders Action Plan to support in the planning and implementation of the training	£0 (Incl. in Enhanced Membership)	£	How many young people have accessed core leadership training? What roles were the young leaders deployed to undertake? What impact did they have on whole school? What has this training given the young leaders? Evidence: photos, deployment plans, observations	Recruit previously training young leaders to take on mentoring roles and responsibilities Consider how higher level leadership training and deployment opportunities can be provided
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?	£	£	What were the main objectives for the group? What did the group action, influence or change? What impact did this group of children have on the whole school? Evidence: meeting minutes, reports, celebrations	Ensure Year 4/5 children are co-opted into the group to provide sustainability and continuation within the group year on year SLT to consider ways to provide the group with meaningful opportunities for influencing and decision making within the whole school Provide a suitable platform for the voice of the children to be heard and taken seriously
Share and celebrate achievements in PE, school sport and physical activity	Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly <ul style="list-style-type: none"> 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	£	£	What has been celebrated? How has it been celebrated? How have children be rewarded and recognised for their efforts and achievements? Evidence: newsletters, blogs, social media, photos, assemblies	Regularly update noticeboards and social media platforms Engage children to contribute to school newsletters and/or managing the noticeboards

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 2022/2023?</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 <p>Explore internal opportunities to provide training to upskill staff to lead on clubs</p>	£3000 (hotshots) £1050 (Corby Gymnastics)	£4050	<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>Evaluate attendance at each club and adjust offer accordingly</p> <p>Use child voice to influence and engage specific cohorts of young people</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 <p>Consider how the relationship can be reciprocal</p>	£	£	<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 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 <p>Celebrate the achievements of these children within school and with their families</p>	£ (Incl. in Enhanced Membership)	£	<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	£ (Incl. in Enhanced Membership)	£	How many children accessed the Able & Talented Multiskill 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
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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 2022/2023?
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: 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	£	£	How many children participated in the School Games Day? How did the School Games Day conclude a year-round programme of PE and school sport? What does this day mean to the children? How do you ensure the event is inclusive? Evidence: photos, event programme, young leader training days	Evaluate the success of the event <ul style="list-style-type: none"> Ease of planning and delivering Feedback from parents, staff and children
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"> Ensure activities are School Games compliant Deploy young leaders and/or staff to facilitate the opportunities Consider how these competitions could be linked to whole school house systems	£	£	How many children participated? How and when did you provide the opportunities? How did the opportunity to compete against themselves help those children least engaged in physical activity, impact them in PE lessons and in other aspects of their learning?	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

				Evidence: photos, qualitative data, lesson observations	
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? What did the experience give to the children? How has intra-school competition supported whole school cohesion and raising the profile of it across the school? 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> <i>Consider how school representatives are rewarded for the achievements</i>	£ (Incl. in Enhanced Membership)	£	What competitions did you attend? How many different children represented the school? How did the children deal with success and failure? How did the experience contribute to other aspects of the children's learning and social development? Evidence: Team Declaration Forms, photos, teacher observations	Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals Upskill young leaders to support practice sessions and team management roles and responsibilities at the competitions
Provide opportunities for children to adequately prepare for Inter-School competitions	Access pre-Inter School Games competition practice sessions <ul style="list-style-type: none"> • <i>Consider the team selection and the competition eligibility</i> • <i>Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school</i> <i>Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children</i>	£ (Incl. in Enhanced Membership)	£	How many different children accessed these opportunities? How effective were the pre-Inter School competition practice sessions? Did staff gain further knowledge, skills and ideas from attending? Evidence: participation tracking, photos, competition results, in school opportunities	Identify focus sports for year groups and the whole school – link these into an extra-curricular offer to ensure children are adequately prepared for competition Upskill staff to ensure practice sessions are of a high quality teaching the children accurate skill development and the rules

Extend opportunities for children to represent their school, whilst exploring new sports and activities in a safe and friendly festival environment	Access Multisport Festivals planned and delivered by Cluster host secondary school <ul style="list-style-type: none"> 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)	£	How many children participated in a festival? How did the children generally feel about the opportunity to attend the event? What impact did the experience have on the children? How do you think this opportunity could inspire and enthuse them? Evidence: participation tracker, photos, staff observations, parental feedback	Support children to transition into extra-curricular clubs Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school
Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting	Access termly School Sport Partnership or Cluster Year 3/4 Festivals <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 Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day	£ (Incl. in Enhanced Membership)	£	How many children participated in a festival? How did the children generally feel about the opportunity to attend the event? What impact did the experience have on the children? How do you think this opportunity could inspire and enthuse them? Evidence: participation tracker, photos, staff observations, parental feedback	Support children to transition into extra-curricular clubs Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school
Provide access to transport to enable children and staff to access opportunities	Access to transport where required to take children to competitions and events	£6690	£	Consider the cost of the transport against the impact the opportunities have on the children and whole school? Evidence: competition registrations	To ensure a similar amount is allocated for competitions next year

Accountability

It is a statutory requirement of schools 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.

Document completed by:	Trish Hatfield, Lynett Pilgrim				Date:	October 2022		
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How to use & not use the funding

Schools must use the funding to make additional and sustainable improvements to the quality of the PE, sport and physical activity they provide.

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

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

Sustainable improvement

Making sustainable improvements should be considered as a priority. This is often achieved through developing and investing in the knowledge and skills of the teaching staff and other school staff who may have involvement in supporting a lasting change to the school's approach to physical activity, curriculum PE or provision of school sport.

Active mile

Active miles can be an effective way to make regular physical activity part of the school day. If schools choose to take part in an active mile, you should use existing playgrounds, fields, halls and sports facilities. It is not appropriate to use PE and sport premium funding to fund the cost of a specially constructed course.

What your funding should not be used for

You should not use your funding to:

- fund capital expenditure
- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - this should be funded from your core staffing budgets
- teach the minimum requirements of the national curriculum (or, in the case of academies and free schools, to teach your existing PE curriculum) - apart from top-up swimming lessons after pupils' completion of core lessons

Capital expenditure

Where schools have an existing capitalisation policy, you should use this policy to determine whether proposed spending would be considered to be capital expenditure. If a school does not have a capitalisation policy it remains for them to determine what qualifies as capital, but you might wish to use the following resources:

- local-authority-maintained schools: [consistent financial reporting framework: capital expenditure](#)
- academies: capital expenditure is defined in the [academies handbook](#) as: "capital assets or funding are those from which an entity expects to derive benefit for more than one year: typically land, buildings, vehicles and information technology. They are usually called fixed assets."

Small purchases should not be capitalised. Your school or trust should determine an appropriate (de minimis) value, below which transactions should be charged to revenue.

Accountability

You are accountable for how you use the PE and sport premium funding allocated to you. The funding must be spent for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered.

As part of their role, governors and academy trustees should monitor:

- how the funding is being spent
- how it fits into school improvement plans
- the impact it is having on pupils

Schools and local authorities must follow the terms set out in the [conditions of grant](#). If a local authority or a school fails to comply with these terms, the Secretary of State may require the repayment of the whole or any part of the premium paid to the local authority or school.

Online reporting

You must publish details of how you spend your PE and sport premium funding by 31 July 2023 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 or will be spent before of the end of the academic year
- 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 must also publish the percentage of pupils within your year 6 cohort in the 2022 to 2023 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. DfE will look at a selection of schools' online reports to confirm that use of the PE and sport premium described in the report meets the requirements outlined within this guidance and the [conditions of grant](#) document.

Where concerns or discrepancies are identified the department will make contact with the school to address and investigate these fully. In the event that any concerns are confirmed, appropriate and proportionate action will be taken against the school, which may include action to recover funding from the school.

Payment dates for 2022 to 2023

Maintained schools, including PRUs 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 31 October 2022
- 5/12 of your funding allocation on 28 April 2023

If you are a new maintained school or if you are teaching eligible pupils for the first time in the 2022 to 2023 academic year, local authorities receive:

- 7/12 of your funding allocation on 27 February 2023
- 5/12 of your funding allocation on 28 April 2023

Academies, free schools and CTCs

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

- 7/12 of your funding allocation on 8 November 2022
- 5/12 of your funding allocation on 2 May 2023

If you are a new academy (includes a free school) or CTC, or if you are teaching eligible pupils for the first time in the 2022 to 2023 academic year, you receive:

- 7/12 of your total funding allocation on 28 April 2023
- 5/12 of your total funding allocation on 2 May 2023

Non-maintained special schools

We send non-maintained special schools their PE and sport premium funding in 2 separate payments. You receive:

- 7/12 of your funding with the first payment you have scheduled with us after 8 November 2022
- 5/12 of your funding with the first payment you have scheduled with us after 3 May 2023