

# 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**

**Simon de Senlis Primary**

**HEAD TEACHER**

**Joanne Fennelly**

**PE COORDINATOR**

**Alison Bland**

## 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

At Simon de Senlis we strive for all pupils to participate in physical learning on a regular basis in an environment where physical learning is valued and provides a pathway to a healthy lifestyle. The school will endeavour to inspire, excel, be active and provide a lifelong passion for physical activity and sport.

## FUNDING OBJECTIVES

Schools must use the funding to make **additional** and **sustainable** improvements to the quality of the physical education (PE), physical activity and sport they provide. This includes any carried forward funding from the 2020 to 2021 academic year, which must be spent by 31<sup>st</sup> July 2022.

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

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

Schools can add in more objectives is appropriate

## KEY OUTCOME INDICATORS: UPDATED 2021/2022

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

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

For example, by:

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative
- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim (funding can only be used for additional top-up swimming lessons to pupils who have not been able to meet the 3 national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons and should not be used for core swimming provision).

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

For example, by:

- actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)
- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

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

For example, by:

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils

### **Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils**

For example, by:

- introducing a new range of sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities
- partnering with other schools to run sports and physical activities and clubs
- providing more and broadening the variety of extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

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

For example, by:

- increasing and actively encouraging pupils' participation in the School Games
- organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations

## EVIDENCING THE IMPACT: REVIEW OF PE AND SCHOOL SPORT PREMIUM EXPENDITURE 2021/2022

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2022/2023?
<p><b>1. Engagement of all pupils in regular physical activity</b></p>	<p><b>Key ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>Maintained active breaks for all year groups</li> <li>Playleader Programme developing to include year 3 pupils and Year 6 leading some training sessions</li> <li>New Lunchtime supervisors were employed, who encourage young people to be physically active during lunchtime and supported the young leader workforce to achieve this objective</li> <li>Additional resources purchased for active play at breaktime</li> <li>Playleaders workbook produced to provide resources for pupils and certificates and badges to reward achievements</li> <li>Developing training for FA Shooting Stars programme for KS1 and KS2</li> <li>Year 6 young leaders assisting at after school clubs</li> <li>Return to swimming curriculum for Y5,4,3,SU 60 children 6 weeks each year group</li> <li>School actively participated in the government initiative of ‘Beat the Street’ 22.9.21- 3.11.21</li> <li>Wake up Shake up all-year-round active breakfast club on Thursday/Friday mornings 8:00-8:40</li> </ul>	<ul style="list-style-type: none"> <li>Continue to expand on the Sports Leader Role to involve them in leading activities in Clubs to support staff</li> <li>Training Playleaders to support LTS</li> <li>LTS/TA Training to be termly on developing play</li> <li>Advertise extra- circular clubs via newsletter</li> <li>Continue to develop FA Girls Football programme – Shooting Stars to be implemented to support least active girls and PP pupils</li> </ul>
	<p><b>Impact on PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>Attended Girls football tournament</li> <li>PE provision provided 2 hours a week per year group.</li> <li>At least one session of PE by a specialist including dance</li> <li>UK Chief medical officer ‘Physical Activity Guidelines 2019’ recommendations of children to accumulate at least 60 minutes physical activity per day – 30 minutes in school</li> </ul>	
	<p><b>Impact on ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>PE has maintained its status both in school and at home through regular newsletter communications</li> <li>PE through the Jasmine platform has maintained its status. Children’s Physical activity is increasing</li> </ul>	

	<ul style="list-style-type: none"> <li>Maintain focus on learning behaviours and development and social interaction during break/lunch</li> </ul>	
<b>2. Profile of PE and sport is raised across the school as a tool for whole-school improvement</b>	<b>Key ACHIEVEMENTS</b> <ul style="list-style-type: none"> <li>Inclusion health check completed and action plan produced</li> <li>Promote School Games Values via display and sessions</li> <li>Attended school Games Competitions of development, broadening and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Health and Safety Policy to be circulated to staff in September</li> <li>Training for all staff on safety and equipment in September</li> <li>Development of the inclusion programme share resources and initiatives with SU Team</li> <li>Ensure access to Project Ability competition and festivals as appropriate</li> </ul> <p>Use of Learning nutrition to be developed</p>
	<b>Impact on PARTICIPATION</b> Staff confidence increased with each session and greater independence to deliver activities	
	<b>Impact on ATTAINMENT</b> Safety policy shared and followed	
<b>3. Increase confidence and skills of staff in teaching PE and Sport</b>	<b>Key ACHIEVEMENTS</b> <ul style="list-style-type: none"> <li>More staff confident in use of Real PE resources, increased Jasmine log in</li> <li>Display Real PE resources</li> <li>New staff have also been mentored Autumn term by PE Co-ordinator and on how to deliver a PE session with ongoing support for the year</li> </ul>	<ul style="list-style-type: none"> <li>Expand the Jasmine platform to family access at home</li> <li>New staff to receive Splash Cards Training ready for Swim programme in September</li> <li>Audit use of Real PE resources- develop Jasmine platform use in sessions</li> <li>All teaching staff require training on the Jasmine platform for Real PE Real Gym /Dance To improve confidence in delivery and support of high-quality PE lessons with greater consistency of approach</li> <li>More staff involved in extra-curricular provision</li> </ul> <p>Investigate the use of the assessment wheel</p>
	<b>Impact on PARTICIPATION</b> <ul style="list-style-type: none"> <li>Resources used across school and embedded in sessions</li> <li>Children using the vocabulary of the learning cogs</li> </ul>	
	<b>Impact on ATTAINMENT</b> Improved confidence of staff to plan and deliver high quality weekly PE lessons ensuring consistency of approach and delivery across the school to aid transition from year to year. <ul style="list-style-type: none"> <li>Increased confidence as a subject lead for PE to train and support other teaching staff on the delivery of PE, dance, and gymnastics through the Jasmine platform.</li> <li>staff are now able to deliver weekly PE lessons using the Jasmine platform for support</li> </ul>	
<b>4. Broader experience of a range of sports and activities offered to all pupils</b>	<b>Key ACHIEVEMENTS</b> <ul style="list-style-type: none"> <li>Weekly Newsletter has PE ideas and activities to do at home with information on upcoming events</li> <li>Sports leaders assisting in the organisation of clubs</li> <li>Increased participation of PP children in extra- curricular clubs -minimum of 25 pupils</li> <li>Average of 230 pupils signed up for after school sports clubs</li> <li>Girls Golf Project attended for less active, SEN, Less confident girls</li> </ul>	<ul style="list-style-type: none"> <li>Expand extra – curricular club provision to investigate outside providers</li> <li>Continue to Improve PP access to clubs</li> <li>Provide invites to more PP children to wake up shake up morning club with family links</li> <li>Improve the percentage outcome of children accessing clubs across the school</li> </ul>

		<ul style="list-style-type: none"> <li>Sports Leader to blog activities of clubs</li> <li>Posters to advertise activities at clubs</li> </ul>
	<p><b>Impact on PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>All KS2 298 pupils benefit from dance sessions</li> <li>Clubs expanded to include basketball, girls football, arrows and ball skills KS1</li> <li></li> </ul>	
	<p><b>Impact on ATTAINMENT</b></p> <p>increased participation numbers in festivals.</p>	
5. Increased participation in competitive sport	<p><b>Key ACHIEVEMENTS</b></p> <p>PE lead prepared and organised pupils to compete in Northamptonshire School Games Inter-School competitions to include;</p> <p>, Kurling, Boccia, Girls Tri-Golf, , Quadkids, cross country, rugby, arrows, girls football, open football, athletics, golf, multiskills, Netball</p> <p>135 participants across the competitions</p> <p>PE Lead prepared and provided opportunities through PE lessons for approximately 298 pupils to access Intra-School Games competitions to include;</p> <p>Kurling, Boccia, Athletics, , Dodgeball, Football, Cricket, sitting volleyball</p> <ul style="list-style-type: none"> <li>Re-established whole school Sports Day</li> </ul>	Introduce inter school activities for KS1
	<p><b>Impact on PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>Greater participation in the reinstated School Games intra school competitions</li> </ul> <p>Inter house competitions also reintroduced</p>	
	<p><b>Impact on ATTAINMENT</b></p> <p>All pupils who had access to the competitions had the experience of the competitive nature of each sport in the broadening and performance levels</p>	

## SWIMMING: MEETING THE NATIONAL CURRICULUM REQUIREMENTS FOR SWIMMING & WATER SAFETY

- Swimming is a national curriculum requirement
- The 3 requirements for swimming and water safety are that by the end of key stage 2 pupils should be taught to:
  - swim competently, confidently and proficiently over a distance of at least 25 metres
  - use a range of strokes effectively, for example, front crawl, backstroke and breaststroke
  - perform a safe self-rescue in different water-based situations

### You can use your funding for:

- Professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils

- Additional top-up swimming lessons to pupils who have not been able to meet the 3 national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water

**Schools are required to annually publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements**

Outcome	% of pupils achieving outcome				
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Swim competently, confidently and proficiently over a distance of at least 25 metres	54	59	61	N/A	62
Use a range of strokes effectively; front crawl, backstroke and breaststroke	69	81	67	N/A	64
Perform safe self-rescue in different water-based situations	40	49	45	N/A	34
The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water. <b>Have you used any funding for this purpose?</b>	No	No	No	No	No

## PE & SCHOOL SPORT DEVELOPMENT PLAN

<b>2020/2021 Underspend</b> ✓ Section below must be completed for any 2020/2021 funding being carried forward ✓ Must be spent by 31 <sup>st</sup> July 2022	<b>None</b>		<b>SUB TOTAL</b>	
<b>2021/2022 Funding</b> ✓ Must be allocated and spent by 31 <sup>st</sup> July 2021	<b>£19,570</b>		<b>SUB TOTAL</b>	<b>19,570</b>
			<b>GRAND TOTAL</b>	<b>£19,570</b>
<b>Key outcome indicator 1:</b> Engagement of all pupils in regular physical activity	<b>Planned Expenditure:</b> % of total allocation:	£12,500 64%	<b>Actual expenditure:</b> % of total allocation:	£12,504 64%
<b>Key outcome indicator 2:</b> Profile of PE and sport is raised across the school as a tool for whole-school improvement	<b>Planned Expenditure:</b> % of total allocation:	£700 4%	<b>Actual expenditure:</b> % of total allocation:	£771 4%
<b>Key outcome indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	<b>Planned Expenditure:</b> % of total allocation:	£500 3%	<b>Actual expenditure:</b> % of total allocation:	£495 3%
<b>Key outcome indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	<b>Planned Expenditure:</b> % of total allocation:	£200 1%	<b>Actual expenditure:</b> % of total allocation:	£2,190 11%
<b>Key outcome indicator 5:</b> Increased participation in competitive sport	<b>Planned Expenditure:</b> % of total allocation:	£5671 29%	<b>Actual expenditure:</b> % of total allocation:	£3610 18%

### 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 31<sup>st</sup> July 2022*

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i>
			0		none

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

Key outcome indicator 1: Engagement of all pupils in regular physical activity					
INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <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>
Ensure all pupils receive consistently high-quality curriculum PE lessons which allows each pupil to develop a good physical literacy	<p>Track pupils progress in PE</p> <p>Monitor and evaluate pupil's enjoyment and interest in PE lessons</p> <p>Classroom observation of gross and fine motor skills</p> <p>Ensure all pupils have 2 hours of timetabled PE per week</p> <p>Ensure all lessons are well structured and show progression</p>	No additional cost PE lead		<p>How has the training and resources improved progression and learning in sessions?</p> <p>What resources were accessed by staff?</p> <p>Show tracking of pupil progress.</p>	<p>Shared good practice.</p> <p>Resources easily accessible and shared.</p>
Review the physical activity intensity levels of core curriculum lessons	<p>Use the Active School Planner to complete Heat Maps for a range of classes and year groups</p> <ul style="list-style-type: none"> <li>- Use Heat Maps to reflect on current physical activity levels</li> <li>- PE Coordinator to work with class teachers to consider ways to increase activity levels</li> </ul> <p>Explore resources available to help increase physical activity levels in core curriculum, lessons</p>	No additional cost		<p>Produce Heat Maps for a number of classes Y4, Y5?</p> <p>Review Heat Maps over a number of academic terms to demonstrate change. How did the heat maps change?</p> <p>Develop a resource portfolio for all staff to access. How did the staff use the resources to increase activity?</p> <p>What changes did teachers make to increase the amount of activity within the curriculum?</p>	<p>Staff to explore resources and share good practice.</p> <p>Staff are able to increase the quality and quantity of activity within the curriculum.</p> <p>Maps to be shared and understood to enable changes to active based curriculum tasks.</p>

<p>Extend opportunities for pupils to learn, develop and embed key leadership skills and qualities through a Young Leader workforce programme</p>	<p>Use and appropriate scheme of work to upskill a cohort of young leaders who will be suitably trained to deliver lunchtime activities, support with extra-curricular clubs a intra school competitions</p> <ul style="list-style-type: none"> <li>- Identify suitable staff to deliver the training to the leaders</li> </ul> <p>Identify a network of staff who can oversee the Young Leaders delivery and provide a system whereby they feel supported and can share concerns</p>	<p>lunchtime Play supervisors Staffing £6,144</p> <p>£500 Badges and bands resources</p>	<p>£6,0144</p> <p>£500</p>	<p>How many Playleaders have been trained?</p> <p>How has the employment of Lunch Adult play support staff impacted the children?</p> <p>Evidence; Young Leader Log Books</p> <p>How many LTS training session have been completed?</p> <p>Evidence; Session Observations Reports Attendance registers</p>	<p>Year 6 pupils mentor newly trained Young leaders</p> <p>Teachers observe Young Leaders delivery and provide opportunity to feedback and review their delivery – support mechanisms in place to further develop leaders</p>
<p>To ensure PE provision provided 2 hours a week per year group and find ways to reach the UK Chief medical officer ‘Physical Activity Guidelines 2019’ recommendations of children to accumulate at least 60 minutes physical activity per day – 30 minutes in school</p>	<p>Ensure PE allocation per year group is timetabled</p> <p>Encourage active play with adults trained in play development</p> <p>Provide specialist input into PE sessions</p>	<p>Staffing £5860</p>	<p>£5860</p>	<p>How many hours of curriculum PE is allocated across the school?</p> <p>How is the school showing that every child is offered/accessing 30mins of active minutes every day?</p> <p>What is the impact of specialist staff and how the children learn within PE lessons?</p>	<p>MTP are shared and schemes are followed by all staff.</p> <p>PE timetables show allocation of 2 hours per week and rota of hall/outside space evenly distributed.</p> <p>Share of good practice to motivate staff and develop subject knowledge.</p>

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

INTENT	IMPLEMENTATION			IMPACT	
<b>Objective/intended impact</b> <i>What do you want to achieve?</i>	<b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i>	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> <i>What have you achieved?</i> <i>How many people have benefited?</i> <i>What is the impact on pupils/whole school?</i>	<b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2021/2022?</i>
<p>Bring together a cohort of pupils who will form the School Sport Organising Crew</p>	<p>Identify a cohort of pupils who can be the voice for the school on all matters PE and School Sport and</p>	<p>200</p>	<p>£171</p>	<p>SSOC meeting Minutes Celebration of changes within school</p>	<p>Continue to evolve the SSOC, ensuring there is sustainability built into its structure.</p>

(SSOC) and who will influence provision and have a voice for pupils	can promote PE and School Sport in a positive manner - Nominate pupils who can be representative of a group of people Nominate pupils who can be trusted to fulfil School Games Values			School Newsletters/Social media reports	Include House Captains in house competitions  Ensure Year 4/5 pupils are co-opted onto it to provide structure and longevity of its work due to the annual turnover of pupils
Increased access to extra-curricular clubs and a higher percentage of PP children to attend	Raise the profile of clubs and expand the variety of sports on offer Invite PP children to attend taster sessions of wake up shake up Add additional staff to organise a club Look into additional outside providers to increase amount of clubs Additional equipment for inclusive sports to be expanded into clubs	£500	£600	Which clubs have the most attendees?  What were the percentages of Girls/Boys /PP children?  How many children accessed clubs?	Evaluate attendance.  Promote clubs  Engage leader to assist in the clubs

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

Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					
INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i>
Promote high quality teaching and learning from all staff	Undertake a training needs analysis of all staff Identify appropriate training workshops and teaching resources to support staff to further improve their quality of PE teaching	Jasmine Platform £495	£495	How has the training and resources improved progression and learning in sessions?  What resources were accessed by staff?	Share good practice within whole school meetings/training days  Ensure availability of up to date resources

				whole school	Attend training to keep updating skills  Jasmine platform training for staff
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#### 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>
Develop meaningful links to local sports clubs to develop a pathway for pupils to pursue their interest beyond the school day	<ul style="list-style-type: none"> <li>- Explore what local sports club are located near to school</li> <li>- Consider links to clubs where the sport/activity is already popular within school</li> <li>- Understand parental involvement in local clubs</li> </ul> <p>Only work with clubs who have their Club Mark Accreditation or are working towards it</p>	£100 resources	£100	<p>What club links have been developed?</p> <p>Which children have benefited?</p> <p>PP children?</p>	<p>Develop further existing links to Saints and Chance to shine</p> <p>Develop more taster sessions</p> <p>Consider utilising coaches to upskill staff</p> <p>Used qualified coaches to upskill school representatives prior to a competition</p>
Provide opportunities SEND pupils to access appropriately levelled competitions	<ul style="list-style-type: none"> <li>- Identify SEND pupils and consider they abilities to access mainstream, inclusive or Project Ability competitions.</li> </ul>	£100 Competition resources	£2090 SEN Gross Motor equipment (Pentagon)	<p>Incorporate inclusive sports into curriculum delivery</p> <p>Recruit SEND pupils who can take on leadership responsibilities.</p> <p>How many children with SEN accessed competitions?</p> <p>Intra- Inter-</p> <p>What impact did their participation have?</p>	Provide opportunities SEND pupils to access appropriately levelled competitions

<p>To have targeted provision for girls who are least active and/or those who have social/emotional need or those who have been most affected by Covid-19 to participate in regular physical activity</p>	<p>Implementation of the Shooting stars programme for KS1 and KS2</p>	<p>No Funding required</p>		<p>What is the number of girls who accessed club? Evidence - Registers How many girls have attended extra curriculum football? How many of these are PP /Disadvantaged</p> <p>What number of girls participated in the SSP Girls Football competition?</p> <p>What impact has the programme had on the children's health and wellbeing?</p>	<p>Continuation through the programme from Play and Learn to development and Wildcats.</p> <p>Tracking of the extra-curricular clubs.</p>
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### Key outcome indicator 5: Increased participation in competitive sport

INTENT	IMPLEMENTATION			IMPACT	
<b>Objective/intended impact</b> <i>What do you want to achieve?</i>	<b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i>	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> <i>What have you achieved?</i> <i>How many people have benefited?</i> <i>What is the impact on pupils/whole school?</i>	<b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2021/2022?</i>
<p>Host a School Games Day that culminates in a year-round programme of PE and school sport</p>	<p>Plan and deliver a School Games Day that is inclusive of all children -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</p>	<p>No additional costs PE lead</p>		<p>How many pupils participated in SGD?</p> <p>Which activities will show a year-round programme of PE and school sport? KS1? KS2?</p> <p>How do you ensure the event is inclusive?</p> <p><b>Evidence:</b> photo</p>	<p>Review event; Use feedback to further develop activities</p>

<p>Provide opportunities for pupils to access Inter School Competitions</p>	<p>Access School Sport Partnership or Cluster organised Inter School Competitions</p> <ul style="list-style-type: none"> <li>- Ensure competitions are compliant with School Games formats</li> <li>- Ensure pupils are adequately prepared for the competitions</li> </ul> <p>Ensure teams meet the competition eligibility criteria</p>	<p>£641 Supply cover for staff to attend events</p>	<p>£460</p>	<p>What competitions did we attend?</p>	<p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future.</p>
<p>Provide opportunities for all children to access Intra-School Competitions</p>	<p>Organise and deliver a series of Intra-School competitions</p> <p>Ensure activities are School Games compliant – consider accessing NSport resources</p> <ul style="list-style-type: none"> <li>-Deploy young leaders and/or staff to facilitate the opportunities</li> <li>-Consider how these competitions could be linked to the house system</li> </ul>	<p>£300 School Games affiliation</p>	<p>£275</p>	<p>How many children participated in at least one Intra-School competition?</p>	<p>Ensure staff are confident in delivery of intra- school events.</p> <p>Ensure wider participation in event particularly KS1</p>
<p>Provide opportunities for all children to access personal challenge</p>	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> <li>-Ensure activities are School Games compliant – consider accessing NSport resources</li> <li>-Deploy young leaders and/or staff to facilitate the opportunities</li> <li>-Consider how these competitions could be linked to whole schoolhouse systems</li> </ul> <p>Encourage children and staff to participate in Northampton beat the Street initiative to increase</p>	<p>No additional cost</p>		<p>How many staff and pupils accessed the BTS programme and how has this impacted their health?</p> <p>How many pupils participated in the intra school competitions?</p>	<p>Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future.</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities.</p>

	activity beyond school and into the community.				
Provide access to transport to enable pupils and staff to access opportunities		Cost of transport- £2730 Running cost- £1500	£1907  £217	Monitor the Minibus Log to consider the impact on the opportunities to attend a variety of sporting events.	Consider the allocation of competitions throughout the year
Profile PE and School Sport being raised across the school as a tool for whole school improvement	Maintain and upgrade equipment	£500 to improve sports resources	£751	Review of Audit of resources  Team kit for competitions  How has intra-school competition supported whole school cohesion and raising the profile of it across the school?	Staff to manage School teams and follow School Games codes and rules confidently.

## Accountability

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on your school website. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible.

<b>Completed by:</b>	A Bland				<b>Date:</b>	23/10/21		
<b>Document updated</b>	17/01/22	5/7/22						

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

Physical activity has numerous benefits for children and young people’s physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The school sport and activity action plan sets out the government’s commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day. It recommends 30 minutes of this is delivered during the school day (in line with the Chief Medical Officers guidelines which recommend an average of at least 60 minutes per day across the week).

The PE and sport premium can help primary schools to achieve this commitment, providing primary schools with £320 million of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools, so they have the flexibility to use it in the way that works best for their pupils.

### **Schools must use the funding to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport you offer.**

This means that you should use the premium to:

- Develop or add to the PE, physical activity and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

### **Schools can use the premium to secure improvements in the following indicators:**

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

### **What should your funding NOT be used for?**

*The Secretary of State does not consider the following expenditure as falling within the scope of additional or sustainable improvement:*

- Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of schools’ core staffing budgets
- Teaching the minimum requirements of the national curriculum PE programmes of study – including this specified for swimming
- Fund capital expenditure - DfE does not set the capitalisation policy for schools, if you are in any doubt as to whether your proposed spending is deemed as capital expenditure, you should first speak with your school business manager or school accountant and their auditors

## Active Miles

If schools choose to take part in an active mile, they should use existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.

## Accountability

### School compliance

You are accountable for how you use of the PE and sport premium funding allocated to you. You are expected to spend the grant for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered. Schools and local authorities must follow the terms and conditions in the conditions of the grant documents. <https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2021-to-2022>

### Online reporting

Schools must publish details of how you spend your PE and sport premium funding by the end of the summer term or by **31 July 2022 at the latest**.

Online reporting must clearly show:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be sustainable in the future

You are also required to publish the percentage of pupils within your year 6 cohort in the 2020 to 2021 academic year who met the national curriculum requirement to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively, for example, front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations

Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school. It is essential to retain attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

### Review of online reports

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

## Payment dates for the 2020/2021

### Maintained schools, including PRU's and general hospitals

Maintained schools, including PRUs and general hospitals, do not receive funding directly from DfE. We give the funding to your local authority and they pass it on to you.

We give local authorities PE and sport premium funding for maintained schools in 2 separate payments. They receive:

- 7/12 of your funding allocation on 29<sup>th</sup> October 2021
- 5/12 of your funding allocation on 29<sup>th</sup> April 2022

#### **Academies, free schools and CTCs**

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

- 7/12 of your funding allocation on 2<sup>nd</sup> November 2021
- 5/12 of your funding allocation on 3<sup>rd</sup> May 2022

#### **Non-maintained special schools**

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

- 7/12 of your funding allocation on 2<sup>nd</sup> November 2021
- 5/12 of your funding allocation on 4<sup>th</sup> May 2022

## **Useful websites**

#### **PE and sport premium for primary schools**

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

#### **Association for Physical Education**

<http://www.afpe.org.uk/physical-education/advice-on-sport-premium/#>

#### **Youth Sport Trust**

<https://www.youthsporttrust.org/PE-sport-premium>