

# 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**

**Abington Vale Primary School**

**HEAD TEACHER**

**Laura Cichuta**

**PE COORDINATOR**

**Vicky Panter, Tom Mills**

## 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 children will have the opportunity to access high quality physical literacy to give them the skills and motivation to enable them to lead a healthy active life.

## FUNDING OBJECTIVES

Schools must use the funding to make **additional** and **sustainable** improvements to the quality of the physical education (PE), physical activity and sport they provide. This includes any carried forward funding from the 2019 to 2020 academic year, which must be spent by 31 March 2021.

This means that 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
- develop lifelong learning, physical literacy, and family engagement with our children in school and at home.

## 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	<b>Key ACHIEVEMENTS</b> <ul style="list-style-type: none"> <li>Jasmine home logins provided to all pupils from year 1 to Year 6 to access Real PE activities at home with families which mirrors school PE curriculum.</li> <li>Each year group has been provided with physical activity resources for break and lunch times. These are accessed every day by the children.</li> <li>PE provision provided 2 hours a week per class, led by class teachers and skilled staff.</li> <li>PE timetable provided for indoor and outdoor PE lessons at both sites.</li> <li>Young leader workshop attended by 30 year 5 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Jasmine will continue to be one of our 2 main platforms used for teaching curriculum PE. Children will be familiar and comfortable with this and will have continued access to the platform.</li> <li>Active breaks to be continued from the beginning of the academic year through the use of current young leader expertise and spare resources.</li> <li>The curriculum will be modified to reflect the positive changes within our PE development at AVPS. This will continued to be taught for 2 hours a week by teaching staff and trained support staff.</li> <li>The current young leaders will continue with their roles from the beginning of the academic year and then 30 new year 5 young leaders will be trained.</li> <li>Space provisions for Stirling Campus to be updated over the summer holidays in preparation for 2022/2023.</li> <li>Continuation of monitoring of achievements to assess where support is needed.</li> </ul>
	<b>Impact on PARTICIPATION</b> <ul style="list-style-type: none"> <li>All children accessing 2 hours of PE per week.</li> <li>Space allocation is organised for Stirling campus so all classes are able access indoor and outdoor sessions.</li> <li>Year 5 children are delivering lunch time physical activities to the rest of the school on a daily basis.</li> </ul>	
	<b>Impact on ATTAINMENT</b> <ul style="list-style-type: none"> <li>73.7% of children achieving at least age expected level in term 1</li> <li>Active breaks have allowed the children freedom to interact with others.</li> <li>PE has maintained its status in school within the wider curriculum subjects.</li> <li>Enhanced social interaction skills during break times.</li> </ul>	
2. Profile of PE and sport is raised across the school as a tool for whole-school improvement	<b>Key ACHIEVEMENTS</b> <ul style="list-style-type: none"> <li>Beat the Street Northamptonshire County Council incentive introduced to the whole school. All children provided with the necessary equipment to enable them to participate.</li> <li>Weekly Beat the Street emails sent to all parents and reminders given regularly in assemblies to continue to promote the programme.</li> </ul>	<ul style="list-style-type: none"> <li>Parental communication through the use of our website, social media and certificates/rewards to continue and potentially be enhanced.</li> </ul>

	<ul style="list-style-type: none"> <li>• First real leaders modules delivered to Year 5 children.</li> <li>• Change for life club for identified year 6 pupils run during the summer term.</li> <li>• Emphasis placed on PE curriculum with teachers across the school, with the importance expressed through staff meetings and regular CPD opportunities.</li> <li>• A highly successful Commonwealth games week took place including exposure to new inclusive sports, geographical knowledge of the participating countries and assemblies.</li> <li>• NTFC mentor and school links allowed for specific children to work with a mentor of a specific skill set.</li> </ul>	<ul style="list-style-type: none"> <li>• Particular achievements recognised as independent posts/news snippets on news letters.</li> <li>• Staff meetings to take place lead by the PE lead to ensure all staff are confident with the content and purpose of our PE curriculum.</li> <li>• Focus on a different upcoming international sporting event to engage the children, staff and parents in sport.</li> </ul>
	<p><b>Impact on PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>• 353 Beat the Streets participants across the school.</li> <li>• 30 year 5 children completed modules 1-3 of Real Leader training. A further 13 children exposed to module 1 during curriculum PE time lead by children and supported by PE lead.</li> <li>• Real leaders have seen an average participation of 31 different children each week.</li> <li>• Every child was exposed to a selection of inclusive sports that took place in the CWG and pupil voice was taken as feedback.</li> <li>• Through our connections with NTFC, year 5 children attended a NTFC home game at the stadium, with tickets provided by the club and the AVPS school flag was taken and paraded around the pitch.</li> </ul>	
	<p><b>Impact on ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>• Use of informed data from the Passport assessments will inform staff of the true impact of the programme, which in turn will influence the provision and structure of PE, school sport and physical activity for the coming years.</li> <li>• Confidence increased with each session of C4L club and greater understanding of health and nutrition and healthy lifestyles as a result.</li> <li>• Through the work with the NTFC mentors, children learned what it takes to become a professional player skill set, dedication, perseverance, commitment, problem solving, and teamwork.</li> <li>• All children enjoyed the experience of parading the aVPS flag at the NTFC ground and the images were blogged by the club.</li> </ul>	

	<ul style="list-style-type: none"> <li>The CWG day was well received by all staff and pupils who thoroughly enjoyed the experience and inspired the children to try new activities.</li> </ul>	
3. Increase confidence and skills of staff in teaching PE and Sport	<p>Key <b>ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>Teaching staff training for Real PE led by Create Development lead – reintroduction to the programme.</li> <li>Teaching staff meeting to re-train on PE Passport.</li> <li>Term 1 assessment opportunity during staff meeting <i>guided</i> by PE lead</li> <li>PE lead attended Real leaders webinar to increase confidence for delivery and overview of program.</li> <li>EYFS staff encouraged to begin to use both platforms when they feel their children are ready.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meetings to take place lead by the PE lead to ensure all staff are confident with the content and purpose of our PE curriculum.</li> <li><i>Create</i> to come into the school to train new staff in the Jasmine platform and discuss improvements to be made/assessment opportunities across the school with the PE lead.</li> </ul>
	<p>Impact on <b>PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>416 children are provided with 2 hours of quality PE lessons per week.</li> <li>All children have been assessed against the PE Passport framework for PE attainment during term 1.</li> <li>First real leaders modules led by trained children but supported by PE lead.</li> <li>Children from EYFS exposed to both PE passport lessons and the Jasmine platform.</li> </ul>	
	<p>Impact on <b>ATTAINMENT</b></p> <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>Understanding and confidence to initiate the roll out of the Passport assessment method across the whole school and assessments completed during staff meetings with the support of VP.</li> <li>Increased confidence for Young Leaders to lead activities during break and lunch times and to lead festivals through guidance of VP.</li> </ul>	
	Key <b>ACHIEVEMENTS</b>	

4. Broader experience of a range of sports and activities offered to all pupils	<ul style="list-style-type: none"> <li>19 extra-curricular club sessions are offered between both sites. There are 8 different physical activity based clubs on offer.</li> <li>NTFC mentor providing a variety of adult lead active games during break and lunchtimes for any children wishing to participate for 2 days a week.</li> <li>CWG week exposed children to new inclusive sports and provided the opportunity for them to try them for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with all clubs currently delivering extra-curricular sport activities to ensure links remain or to discuss potential changes.</li> <li>Reach out to additional companies to broaden the offer at AVPS.</li> <li>Speak to all staff to see willingness to run independent clubs for children for free or at a small fee to ensure ALL children are given the opportunity to access a club.</li> </ul>
	<p>Impact on <b>PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>At Park campus, 173 pupils are attending extra-curricular physical activity clubs.</li> <li>At Stirling campus 105 pupils are attending extra-curricular physical activity clubs.</li> <li>Increase of children playing structured games at break and lunchtimes.</li> <li>All children exposed to new inclusive sports. Feedback gained via pupil voice and was wholly positive.</li> </ul>	
	<p>Impact on <b>ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>NTFC mentor has guided targeted children in fair game play and skills.</li> <li>Increased confidence in problem solving and team led activities in classrooms.</li> <li>Children were able to discuss the sporting achievements of different nations and were excited by the sports they were witnessing. Children were actively seeking the PE lead to talk about the CWG and the sports that they had been doing within school.</li> </ul>	
5. Increased participation in competitive sport	<p>Key <b>ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>AVPS have signed up to 27 School Games events, for the whole year, at varying levels of competition</li> <li>AVPS have signed up for 3 pay-to-play football events.</li> <li>Year 5 and year 6 intra school football competition prepared and led by PE specialist following 6 weeks of curriculum football skills lessons.</li> <li>Year 5/6 Strictly ballroom competition event</li> <li>Considerable successes at 2 key competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with our partnership with Northants Sport and attend as many competitive events as possible in order to include as many children in the events throughout the year.</li> <li>Consider the strengths of AVPS sporting abilities and focus on these through the use</li> </ul>

	<p>Impact on <b>PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>• 10 children attended a Tag rugby event.</li> <li>• 8 children attended a year 3/ 4 tennis competition</li> <li>• 8 children attended a KS2 badminton competition.</li> <li>• 60 pupils participated in the intra school football competition.</li> <li>• Throughout the remainder of the year, all pupils from year 5 and year 6 attended a competitive event or a festival. Many children from year 4 attended an event and some children from year 3 attended a competitive event.</li> <li>• Year 5/6 Strictly ballroom competition event attended by 16 children.</li> <li>• SEND focused events attended by 7 children with recognised SEND.</li> </ul> <p>Impact on <b>ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>• Increased skill level in football in year 5 and 6.</li> <li>• Exposure to new sports</li> <li>• Increased skill levels and knowledge of ballroom dancing for 16 children. The confidence in the children when competition was evident and they even performed for their peers within school.</li> <li>• Silver achievement in the SEND goalball competition</li> <li>• County finalists in the tri-golf year 3 / 4 competition. Silver medal achieved!</li> </ul>	<p>of sports coaches to develop these further in preparation for events.</p> <ul style="list-style-type: none"> <li>• Really ensure that children are prepared before attending events.</li> <li>• Listen to pupil voice regarding preferred sports and reasons why. Analyse these to guide curriculum plans moving forward.</li> </ul>
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## 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	60%	65%	83.5%	0%	60%
Use a range of strokes effectively; front crawl, backstroke and breaststroke	70%	60%	56.5%	0%	55%
Perform safe self-rescue in different water-based situations	60%	100%	56.5%	0%	41.7%
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>£4589</b>	<b>SUB TOTAL</b>	<b>£4589</b>
<b>2021/2022 Funding</b> ✓ Must be allocated and spent by 31 <sup>st</sup> July 2021	<b>£16,000 + £10 per pupil (Year 1 – Year 6)</b>	<b>SUB TOTAL</b>	<b>£19,530</b>
<b>GRAND TOTAL</b>			<b>£24,119</b>
<b>Key outcome indicator 1:</b> Engagement of all pupils in regular physical activity	<b>Planned Expenditure:</b> £7700 <b>% of total allocation:</b> 39.43%	<b>Actual expenditure:</b> £6494 <b>% of total allocation:</b> 33.25%	
<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> £5570 <b>% of total allocation:</b> 28.52%	<b>Actual expenditure:</b> £6616 <b>% of total allocation:</b> 33.88%	
<b>Key outcome indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	<b>Planned Expenditure:</b> £700 <b>% of total allocation:</b> 3.58%	<b>Actual expenditure:</b> £700 <b>% of total allocation:</b> 3.58%	
<b>Key outcome indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	<b>Planned Expenditure:</b> £2560 <b>% of total allocation:</b> 13.11%	<b>Actual expenditure:</b> £3250 <b>% of total allocation:</b> 16.64%	
<b>Key outcome indicator 5:</b> Increased participation in competitive sport	<b>Planned Expenditure:</b> £3000 <b>% of total allocation:</b> 15.36%	<b>Actual expenditure:</b> £2470 <b>% of total allocation:</b> 12.64%	

**2020/2021 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 What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2021/2022?
All staff to deliver high quality PE teaching and learning for all children	Undertake a training needs analysis of all staff • Staff to identify areas of training • Appropriate internal or external training and/or resources to be identified and sourced	£2589	£2589	What training opportunities were accessed by staff? • All teaching staff had Core Real PE training as an evening session and then by viewing a lesson in action, taught by Create. • PE Passport refresher and new staff training lead by PE lead.	Schemes of work are revised  Good practice and learning from courses is shared within whole school meetings  Resources are available and shared with all staff

				<ul style="list-style-type: none"> <li>PE Passport assessment training and Q &amp; A session lead by PE lead.</li> </ul> <p>What resources were obtained?</p> <ul style="list-style-type: none"> <li>Real PE posters</li> <li>Jasmine online platform access for whole school including access to Core Real PE, Real gym, Real dance, Real leaders, Real play and Real foundations.</li> <li>Jasmine home logins</li> <li>Updated PE passport platform.</li> </ul> <p>How have training and/or resources contributed to improved PE provision?</p> <ul style="list-style-type: none"> <li>A whole school approach to PE that is consistent across all year groups and both sites.</li> <li>An Increase in teacher confidence with teaching PE using both platforms, leading to higher quality lessons.</li> </ul> <p><b>Evidence:</b> curriculum planning, timetables, lesson observations, children's' feedback, children's academic progress</p>	
Offer a diverse and needs led extra-curricular programme	<p>Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable</p> <ul style="list-style-type: none"> <li><i>Review success and attendance of opportunities in the previous academic year</i></li> <li><i>Allow children to have a voice and influence what is offered</i></li> <li><i>Explore and evaluate the costs and benefits of using external providers</i></li> <li><i>Thoroughly check for appropriate qualifications and experience before deploying external providers</i></li> </ul>	£1000	£1000	<p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)?</p> <ul style="list-style-type: none"> <li>In term 1 (7 weeks) 19 extra-curricular club session were offered between both sites. There were 8 different physical activity based clubs on offer. 278 children accessed these clubs over the 7 weeks.</li> </ul>	<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>

	Explore internal opportunities to provide training to upskill staff to lead on clubs			<p>What were the percentages of girls and boys, and years groups represented within the clubs?</p> <ul style="list-style-type: none"> <li>Children from year groups 1-6 accessed the clubs at both sites. 46.75% were girls, 53.25% were boys.</li> </ul> <p>Which clubs were the most popular?</p> <ul style="list-style-type: none"> <li>Hotshots basketball club at both sites was the most popular.</li> </ul> <p>How did the children benefit from this provision?</p> <ul style="list-style-type: none"> <li>Children were able to partake in a variety of clubs as the school offered a wide range from which to choose. The clubs improved physicality, fundamental skills, sport-specific skills and personal and social skills.</li> </ul> <p><b>Evidence:</b> registers, photos</p>	
Host a School Games Day that culminates in a year-round programme of PE and school sport	<p>Plan and deliver a School Games Day that is inclusive of all children</p> <ul style="list-style-type: none"> <li>Design a format to ensure all children are enthused to participate</li> <li>Consider including personal challenges to encourage healthy competition</li> <li>Upskill and deploy a cohort of young leaders</li> </ul> <p>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</p>	£1000	£1000	<p>How many children participated in the School Games Day?</p> <p>410</p> <p>How did the School Games Day conclude a year-round programme of PE and school sport?</p> <p>All children participated in multiple friendly competition through 3 different activities. children were able to show their parents their skill set among like-abled peers. A variety of races took place to incorporate the FMS that have been developed throughout the year.</p>	<p>Evaluate the success of the event</p> <ul style="list-style-type: none"> <li>Feedback from parents indicated overwhelmingly that the day was enjoyable for both children and parents.</li> <li>The actual day was easy to run as the set up was the same for all year groups with only races differing slightly.</li> <li>All staff were instrumental in the organisation and smooth running of the event.</li> <li>The actual organisation prior to the event was smooth as this set up had been used previously and was well remembered by many members of staff.</li> </ul>

				<p><b>What does this day mean to the children?</b></p> <p>The children find this day a highlight of the year. They particularly enjoy sharing in their sports day with their friends and families.</p> <p><b>How do you ensure the event is inclusive?</b></p> <p>All races are accessible for all children. Children that need adaptations have these made subtly. Adult support is evident throughout the day. Support of year 6 and Young leaders is evident. Every child participates in the same amount of races. Children are grouped accordingly to give all children a fair chance of 'winning.'</p> <p>All children are provided with a taking part sticker. All children are present during the award presentation.</p> <p><b>Evidence:</b> photos, event programme, young leader training days</p>	<ul style="list-style-type: none"> <li>This set up will continue next academic year due to the success of this year.</li> </ul>
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### Key outcome indicator 1: Engagement of all pupils in regular physical activity

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i>
Have tailored opportunities that attract children who are least active and/or those who have been most affected by Covid-19 to participate in regular physical activity	Plan a multiskill approached physical activity programme for an identified cohort of children. <ul style="list-style-type: none"> <li>How will children be encouraged &amp; rewarded for participation</li> <li>Appropriate and committed staff</li> <li>Deployment of young leaders</li> <li>When will it be delivered?</li> <li>Could it be delivered virtually, and home based?</li> </ul>	£5700	£5580 NTFC/C4L	<p><b>How many children have accessed the programme over the term/academic year?</b> <u>Autumn</u></p> <ul style="list-style-type: none"> <li>Jasmine home logins provided for all children so they can access the platform at home.</li> <li>At Park campus, 173 children in total accessed extra-curricular clubs offered to all children within the campus during Autumn 1. Some children accessed more than 1 club.</li> </ul>	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

				<ul style="list-style-type: none"> <li>• NTFC mentor provided weekly tailored activities to 31 children selected for specific reasons at Park Campus during Autumn 1.</li> <li>• NTFC mentor provided weekly tailored activities to 28 children selected for specific reasons at Stirling Campus.</li> <li>• Change 4 life club run for identified year 6 children prior to moving on to secondary school to teach about healthy lifestyles.</li> </ul> <p>What impact has the programme had on the children's health &amp; well-being, attendance, attainment?</p> <p><b>Evidence:</b> Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments</p>	
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"> <li>• <i>PEC to assist teachers to produce a Heat Map for their class</i></li> <li>• <i>PEC to review the Heat Map with the class teacher</i></li> <li>• <i>PEC and class teacher to consider and embed new ways of delivering aspects of the curriculum in a more physically active way</i></li> </ul>	£0	£0	<p><i>Can the school demonstrate that every child is offered/accessing 30 active minutes each day?</i></p> <ul style="list-style-type: none"> <li>• Active break and lunches for each year group (these were in bubbles for 3 weeks during term 1 at PC). A box of resources supplied to each year group at PC.</li> <li>• Jasmine home access for all.</li> </ul> <p><b>Evidence:</b> A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</p>	<p>Staff see the use of a visual tool to enable them to consider and instigate change</p> <p>SLT understand and value the tool and encourage staff to undertake on a termly basis</p> <p>Staff are able to influence resource choices to support their new approach</p> <p>Staff share good practice and resources that have helped to increase the quality and quantity of physical activity time within the curriculum</p>

Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy	Provision for 2 hours of high-quality curriculum PE per week for ALL children <ul style="list-style-type: none"> <li>• <i>Ensure lessons are well structured, differentiated and progressive</i></li> <li>• <i>Provide opportunities for all children to 'learn to lead'</i></li> </ul>	£2000  (Teacher CPD costs outlined in section 3)	£914 PE Passport/ Jasmine	<p><b>How many hours of curriculum PE is each year group receiving?</b></p> <ul style="list-style-type: none"> <li>• Each year group is timetabled for 2 hours of curriculum PE a week. 1 hour indoor slot and 1 hour outdoor slot.</li> </ul> <p><b>How do you ensure that every child is reaching their PE potential?</b></p> <ul style="list-style-type: none"> <li>• We follow the guidance of two separate platforms – Real PE and PE Passport. Both provide structured high-quality lessons and they also offer different levels of challenge for children. The lesson blocks are progressive on both platforms.</li> </ul> <p><b>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?</b></p> <ul style="list-style-type: none"> <li>• Year 5 and 6 Real PE lessons encourage development of coaching skills and these are targets within some of the 6 Real PE cogs.</li> <li>• Real PE has the learning behaviours at the heart of every lesson, developing personal, social, creative and cognitive skills.</li> <li>• PE Passport encourages small and large group work while developing skills and reflective feedback time for themselves and others. The CT is able to lead the children in these reflections and leadership skills during lessons as the platforms provide explicit guidance and</li> </ul>	<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>
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				<p>questions to ask. By allowing the children to voice their thoughts and provide positive constructive feedback for themselves and others, this increases confidence, develops independence and encourages taking ownership.</p> <p><b>Evidence:</b> Curriculum timetables, short, medium and long terms planning, photos, Assessment, behaviour, enjoyment</p>	
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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	<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, embedding and review of the real Leaders programme</i></p>	£2800	£2800	<p>What has the school gained by being an SSP Enhanced School?</p> <ul style="list-style-type: none"> <li>Access to sporting opportunities to enhance sporting performance, wider participation and inclusive opportunities.</li> </ul> <p>Which groups of children/adults within your school have benefited the most?</p> <ul style="list-style-type: none"> <li>Children that do not access sport regularly have benefitted from the SSP due to the variety of opportunities offered to them.</li> </ul> <p><b>Evidence:</b> Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events</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?
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	£0	£39	<p>How did planning and reviewing your school's position against the criteria lead to positive changes within the school?</p>	Raise awareness of the tool and report in whole school meetings



	<ul style="list-style-type: none"> <li>• <i>Collect necessary evidence throughout the year</i></li> <li>• <i>Share scheme with all staff and ask for their support to achieve desired award level</i></li> </ul>			<p>The commonwealth games focus was a separate criteria for the school games mark this year. It lead to a very successful CWG focus week including assemblies, varied inclusive sports and pupil analysis and feedback. The excitement and interest demonstrated by all pupils was inciteful and will inform future projects.</p> <p><i>How has the award improve/changed the profile of PE, school sport and physical activity within the school?</i></p> <p>The first ever platinum award for AVPS was achieved and recognised among all staff. The high standard that aVPS has set itself will inform PE across the school moving forward. The award has hightened the profile of PE at AVPS.</p> <p><b>Evidence:</b> action plan and necessary evidence associated for the award level</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"> <li>• <i>Use the real Leaders Action Plan to support in the planning and implementation of the training</i></li> </ul>	£0 (Incl. in Enhanced Membership)	£0	<p><i>How many young people have accessed core leadership training?</i></p> <ul style="list-style-type: none"> <li>• 30 from year 5 and an additional 13 in year 5 with the modules lead by trained pupils.</li> </ul> <p><i>What roles were the young leaders deployed to undertake? What impact did they have on whole school?</i></p> <ul style="list-style-type: none"> <li>• School ambassadors and role models</li> <li>• Lunchtime activity sessions.</li> <li>• Support in organising the Change 4 Life club.</li> </ul> <p><i>What has this training given the young leaders?</i></p> <ul style="list-style-type: none"> <li>• Fundamentals of leadership</li> </ul>	<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>

				<ul style="list-style-type: none"> <li>• Practical experiences of leadership</li> <li>• Confidence in leadership</li> <li>• Teamwork skills.</li> </ul> <p><b>Evidence:</b> photos, deployment plans, observations</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	<p>Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school</p> <ul style="list-style-type: none"> <li>• <i>How young leaders will be recruited fairly</i></li> <li>• <i>How the meetings will be structured and items to be discussed – can there be a 2-way process with the main school council?</i></li> </ul>	£2770	£3777 YL resources for activities and festival	<p><b>What were the main objectives for the group?</b></p> <ul style="list-style-type: none"> <li>• Develop leadership skills.</li> <li>• Plan, administer and review lunchtime activities for children across all year groups.</li> <li>• Become strong role models.</li> <li>• Plan and deliver KS1 festival alongside PE team.</li> <li>• Mentor other young leaders.</li> </ul> <p><b>What did the group action, influence or change?</b></p> <ul style="list-style-type: none"> <li>• They were instrumental in the running of the school games day (sports day) and they actioned preparing the staff and children on the specific events that were due to take place during the day.</li> <li>• They ran a KS1 festival within school.</li> <li>• They worked alongside the Young Leaders.</li> </ul> <p><b>What impact did this group of children have on the whole school?</b></p> <ul style="list-style-type: none"> <li>• The organisation of school sports materials and the expression of the importance of our equipment impacted the treatment of it from staff and pupils.</li> <li>• They ensured all pupils had a positive school games day experience.</li> <li>• They raised the profile of PE within year 1 and 2 through their festival.</li> </ul>	<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>

				<ul style="list-style-type: none"> <li>They ensured smooth running of the Young Leader activities.</li> </ul> <p><b>Evidence:</b> meeting minutes, reports, celebrations</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"> <li>Use a noticeboard and/or school digital system to publicly share success from within and outside of school</li> <li>Use social media to highlight school sport success and progress within PE</li> <li>Consider how the School Games Values or school values could be used to reward behaviours</li> </ul>	£0	£0	<p><b>What has been celebrated?</b></p> <ul style="list-style-type: none"> <li>Engagement in the Beat the Street incentive through regular assemblies and prizes.</li> <li>Inter school competitions</li> <li>Out of school sporting successes</li> <li>Participation in events</li> </ul> <p><b>How has it been celebrated?</b></p> <ul style="list-style-type: none"> <li>Certificates and medals presented during whole school assemblies for sporting competitions, including participation awards.</li> <li>Encouragement for children to share successes from out of school sporting achievements, regularly shared within classes and during whole school assemblies.</li> <li>Blog posts celebrating sporting successes.</li> </ul> <p><b>Evidence:</b> newsletters, blogs, social media, photos, assemblies</p>	Regularly update noticeboards and social media platforms  Engage children to contribute to school newsletters and/or managing the noticeboards

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

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

All staff to deliver high quality PE teaching and learning for all children	<p>Undertake a training needs analysis of all staff</p> <ul style="list-style-type: none"> <li>• <i>Staff to identify areas of training</i></li> <li>• <i>Appropriate internal or external training and/or resources to be identified and sourced</i></li> </ul>	£700	£700	<p><b>What training opportunities were accessed by staff?</b></p> <ul style="list-style-type: none"> <li>• All teaching staff had Core Real PE training as an evening session and then by viewing a lesson in action, taught by Create.</li> <li>• PE Passport refresher and new staff training lead by PE lead.</li> <li>• PE Passport assessment training and Q &amp; A session lead by PE lead.</li> </ul> <p><b>What resources were obtained?</b></p> <ul style="list-style-type: none"> <li>• Real PE posters</li> <li>• Jasmine online platform access for whole school including access to Core Real PE, Real gym, Real dance, Real leaders, Real play and Real foundations.</li> <li>• Jasmine home logins</li> <li>• Updated PE passport platform.</li> </ul> <p><b>How have training and/or resources contributed to improved PE provision?</b></p> <ul style="list-style-type: none"> <li>• A whole school approach to PE that is consistent across all year groups and both sites.</li> <li>• An Increase in teacher confidence with teaching PE using both platforms, leading to higher quality lessons.</li> </ul> <p><b>Evidence:</b> curriculum planning, timetables, lesson observations, children's' feedback, children's academic progress</p>	<p>Schemes of work are revised</p> <p>Good practice and learning from courses is shared within whole school meetings</p> <p>Resources are available and shared with all staff</p>
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	£0	£0	<p><b>What local, regional or national events or campaigns have the school engaged in?</b></p> <ul style="list-style-type: none"> <li>• Beat the Street in Northampton</li> </ul>	<p>Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities</p> <p>Share important messages with all staff</p>

	<ul style="list-style-type: none"> <li>Register with organisations considered experts within the field of PE, school sport and physical activity i.e. School Games, Youth Sport Trust, Sport England, Northamptonshire Sport, AfPE</li> </ul>			<ul style="list-style-type: none"> <li>10 hours of free tennis coaching (summer term).</li> <li>County PE and school sport conference.</li> <li>Enhanced school network meetings.</li> <li>Half-termly news briefs.</li> </ul> <p>Who have these opportunities benefited the most?</p> <ul style="list-style-type: none"> <li>Whole school, including guardians</li> <li>PE coordinator</li> <li>Wider staff</li> </ul> <p>What is the lasting legacy of the children/staffs engagement in these opportunities?</p> <ul style="list-style-type: none"> <li>Children's enthusiasm for PE</li> <li>Their lifelong passion for sport</li> <li>Recognising that they have been role models for others if they had a specific skill set and taking this with them to their further schooling years.</li> </ul> <p><b>Evidence:</b> photos, observations, training opportunities</p>	
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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 What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2021/2022?
Offer a diverse and needs led extra-curricular programme	Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable <ul style="list-style-type: none"> <li>Review success and attendance of opportunities in the previous academic year</li> <li>Allow children to have a voice and influence what is offered</li> </ul>	£2000	£2150	How many children accessed an extra-curricular club for at least 6 weeks (half a term)? <ul style="list-style-type: none"> <li>In term 1 (7 weeks) 19 extra-curricular club session were offered between both sites.</li> </ul>	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"> <li>• Explore and evaluate the costs and benefits of using external providers</li> <li>• Thoroughly check for appropriate qualifications and experience before deploying external providers</li> <li>• Explore internal opportunities to provide training to upskill staff to lead on clubs</li> </ul>			<p>There were 8 different physical activity based clubs on offer. 173 children accessed these clubs over the 7 weeks.</p> <p>What were the percentages of girls and boys, and years groups represented within the clubs?</p> <ul style="list-style-type: none"> <li>• Children from year groups 1-6 accessed the clubs at both sites. 46.75% were girls, 53.25% were boys.</li> </ul> <p>Which clubs were the most popular?</p> <ul style="list-style-type: none"> <li>• Hotshots basketball club at both sites was the most popular.</li> </ul> <p>How did the children benefit from this provision?</p> <ul style="list-style-type: none"> <li>• Children were able to partake in a variety of clubs as the school offered a wide range from which to choose. The clubs improved physicality, fundamental skills, sport-specific skills and personal and social skills.</li> </ul> <p><b>Evidence:</b> 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"> <li>• Consider links to clubs where the sport is either popular within school or attendance at clubs is high</li> <li>• Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards</li> </ul>	£560	£1100 Step-by-step competition resources/ NTFC costs/ Tennis resources	<p>What clubs have you developed links with?</p> <ul style="list-style-type: none"> <li>• Dallington tennis club</li> <li>• Step-by-Step dance school</li> <li>• Hotshots Basketball</li> <li>• Back of the net</li> <li>• M.A.B gymnastics</li> <li>• Zoons</li> <li>• Northampton Town Football Club</li> </ul>	<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>

	<ul style="list-style-type: none"> <li>Consider how the relationship can be reciprocal</li> </ul>			<p><b>Why were these links chosen?</b></p> <ul style="list-style-type: none"> <li>The first 6 clubs mentioned above have previously delivered high-quality coaching or clubs at Abington Vale and we found that the children benefitted from the clubs and lessons.</li> <li>NTFC – we were introduced to the new mentoring program and they are the central football club for Northampton.</li> </ul> <p><b>How have children and/or staff benefited from the partnership?</b></p> <p>Children and staff have had exposure to a variety of clubs and teachers. They were able to witness skilled coaching first-hand</p> <p><b>Evidence:</b> School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</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"> <li>Identify a cohort of children who meet the outlined criteria</li> <li>Identify a member of staff to support and accompany the children</li> <li>Celebrate the achievements of these children within school and with their families</li> </ul>	£0 (Incl. in Enhanced Membership)	£0	<p><b>How many children were involved?</b></p> <ul style="list-style-type: none"> <li>8</li> </ul> <p><b>What did the project involve?</b></p> <ul style="list-style-type: none"> <li>Physical, team building and confidence building activities for year 6 transitioning children.</li> </ul> <p><b>What did the children achieve/again from being involved in the project?</b></p> <ul style="list-style-type: none"> <li>Increased confidence</li> <li>Learning new skills</li> <li>Improved communication skills during the events.</li> </ul> <p><b>How did/will the activities support them to develop confidence, self-esteem, social skills?</b></p>	<p>Staff to continue to track progress in identified learning areas</p> <p>Support children to transition into extra-curricular opportunities</p>

				<ul style="list-style-type: none"> <li>Children were encouraged to communicate with others during the activities, improving social skills.</li> <li>Children were encouraged to try new activities, such as rock climbing. The activities were led by very supporting leaders.</li> </ul> <p><b>Evidence:</b> photos, pre-post questionnaire, child and family feedback, teacher observations</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"> <li>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</li> <li>Staff to track children participation and progress</li> </ul>	£0 (Incl. in Enhanced Membership)	£0	<p>How many children accessed the Able &amp; Talented Multiskill Academy? 6</p> <p>What impact has the opportunity had on the child (ren)?</p> <ul style="list-style-type: none"> <li>Increased confidence</li> <li>Development of their identified sporting ability</li> </ul> <p><b>Evidence:</b> Academy reports, attendance registers, photos, parent and child feedback</p>	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	£0 (Incl. in Enhanced Membership)	£0	<p>How many children with SEND accessed Intra-School competitions: 12</p> <p>Inter-School competitions: 7</p> <p>What impact did their participation in a competition have on them?</p>	Incorporate inclusive sports into core curriculum lessons  Provide opportunities for children with SEND to undertake leadership training



				<ul style="list-style-type: none"> <li>• The excitement of partaking in the events alongside their peers was evident.</li> <li>• The particular success of the goalball event allowed for their voices to be heard when talking about their experience in front of the whole school during assembly.</li> <li>• Increased confidence in their abilities.</li> <li>• Development of team-work skills</li> </ul> <p><b>Evidence:</b> photos, teacher observation, team declarations</p>	
Host a School Games Day that culminates in a year-round programme of PE and school sport	Plan and deliver a School Games Day that is inclusive of all children <ul style="list-style-type: none"> <li>• <i>Design a format to ensure all children are enthused to participate</i></li> <li>• <i>Consider including personal challenges to encourage healthy competition</i></li> <li>• <i>Upskill and deploy a cohort of young leaders</i></li> <li>• <i>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</i></li> </ul>	£ see reserves	£ see reserves	<p><b>How many children participated in the School Games Day?</b></p> <ul style="list-style-type: none"> <li>• 410</li> </ul> <p><b>How did the School Games Day conclude a year-round programme of PE and school sport?</b></p> <ul style="list-style-type: none"> <li>• All parents and families were invited to attend and support their child, raising the profile of PE across the wider community. All children received a participation sticker.</li> <li>• The day concluded the year-round programme of PE and school sport by putting their learned fundamental movement skills into practise in a friendly competitive manner. They were competing personally and as a whole house, bringing together their team spirit when cheering each other on.</li> </ul> <p><b>What does this day mean to the children?</b></p> <p>The enjoyment of the children was evident, and the team-spirit showed just how important the day was to them. When presenting the winners, the whole school support was fantastic. The children enjoyed</p>	Evaluate the success of the event <ul style="list-style-type: none"> <li>• Ease of planning and delivering</li> <li>• Feedback from parents, staff and children was positive.</li> <li>• Every child was able to partake.</li> <li>• Behaviour was fantastic due to the continuous nature of the event.</li> </ul> <p>Improvement:</p> <ul style="list-style-type: none"> <li>• Skipping skills of children was identified as a weakness and an area for consideration for next year.</li> </ul>

				<p>every minute and the feedback from them was wholly positive.</p> <p><i>How do you ensure the event is inclusive?</i></p> <ul style="list-style-type: none"> <li>• All children participated in the same amount of activities.</li> <li>• Children were competing against their peers in a fair and positive way and rewarded with stickers.</li> <li>• Support was given to specific children who needed it to complete the activities,</li> <li>• All activities were carefully selected by SLT and the PE lead to ensure they would be accessible for all.</li> </ul> <p><b>Evidence:</b> photos, event programme, young leader training days</p>	
Provide opportunities for all children to access personal challenge activities	<p>Organise and deliver a series of Personal Challenge opportunities</p> <ul style="list-style-type: none"> <li>• <i>Ensure activities are School Games compliant</i></li> <li>• <i>Deploy young leaders and/or staff to facilitate the opportunities</i></li> <li>• <i>Consider how these competitions could be linked to whole school house systems</i></li> </ul>	£0	£0	<p><i>How many children participated?</i></p> <p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>• 90 children took part in a personal challenge activity during curriculum PE lessons.</li> </ul> <p><i>How and when did you provide the opportunities?</i></p> <ul style="list-style-type: none"> <li>• Teacher led challenges during curriculum PE lessons.</li> </ul> <p><i>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?</i></p> <ul style="list-style-type: none"> <li>• It takes away the pressure of competing against other children. Children were proud when they were able to beat their own PB'.</li> </ul> <p><b>Evidence:</b> photos, qualitative data, lesson observations</p>	<p>Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future.</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities</p>

Provide opportunities for all children to access Intra-School Competitions	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> <li>• <i>Ensure activities are School Games compliant – consider accessing NSport resources</i></li> <li>• <i>Deploy young leaders and/or staff to facilitate the opportunities</i></li> <li>• <i>Consider how these competitions could be linked to whole school house systems</i></li> </ul>	£2000	£2000 Festival resources for YL's	<p>How many children participated in at least one Intra-School competition:</p> <p>What did the experience give to the children?</p> <ul style="list-style-type: none"> <li>• A sense of community as they were linked to house teams.</li> </ul> <p>How has intra-school competition supported whole school cohesion and raising the profile of it across the school?</p> <p><b>Evidence:</b> photos, young leaders deployed, observations, social media, newsletters</p>	<p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities</p>
Provide opportunities for broad range of children to access Inter-School Competitions	<p>Access School Sport Partnership or Cluster organised Inter-School competitions</p> <ul style="list-style-type: none"> <li>• <i>Ensure activities are School Games compliant</i></li> <li>• <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></li> <li>• <i>Ensure children are adequately prepared for the competitions to ensure a positive competition experience</i></li> <li>• <i>Consider how school representatives are rewarded for the achievements</i></li> </ul>	£0 (Incl. in Enhanced Membership)	£0	<p>What competitions did you attend?</p> <p>Autumn:</p> <p>Year 5/6 tag rugby</p> <p>KS2 badminton</p> <p>Year 5/6 girls football</p> <p>Year 5/6 open football</p> <p>Years 4/5/6 cross country</p> <p>Year 5/6 sportshall athletics</p> <p>Year ¾ sportshall athletics</p> <p>Year 5/6 P2P netball</p> <p>Year 4/5 arrows archery</p> <p>KS2 inclusive arrows archery</p> <p>KS1 cricket</p> <p>High5 netball</p> <p>Hockey</p> <p>Tri-golf</p> <p>Basketball</p> <p>Orienteering</p> <p>Goalball</p> <p>Athletics</p> <p>swimming</p> <p>How did the children deal with success and failure?</p> <p>All children were encouraged to use their growth mindset when competing and were always reminded that it was a positive experience simply participating and trying</p>	<p>Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals</p> <p>Upskill young leaders to support practice sessions and team management roles and responsibilities at the competitions</p>

				<p>their best. Successes were celebrated as were less successful events and the children were always keen to share their experiences with the school.</p> <p><b>Evidence:</b> 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"> <li>Consider the team selection and the competition eligibility</li> <li>Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school</li> <li>Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children</li> </ul>	£0 (Incl. in Enhanced Membership)	£0	<p>Pre-inter netball Pre-inter goalball</p> <p>How many different children accessed these opportunities? 14</p> <p>How effective were the pre-Inter School competition practice sessions? Very effective as staff and children could assess how prepared they were and areas needed to focus on prior to the competition.</p> <p>Did staff gain further knowledge, skills and ideas from attending? Yes</p> <p><b>Evidence:</b> 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"> <li>Select children who are unlikely to represent the school in other sports opportunities</li> <li>Select children who need the opportunity to have a positive experience of school sport and/or need to be rewarded for the their efforts in PE and/or extra-curricular clubs</li> </ul>	£0 (Incl. in Enhanced Membership)	£0	<p>How many children participated in a festival? 100</p> <p>How did the children generally feel about the opportunity to attend the event? Children were excited to attend these events and as they were a less competitive event, all children of all abilities enjoyed the event.</p> <p>How do you think this opportunity could inspire and enthuse them?  These events particularly inspired and enthused children that were not as excited by sport usually as the activities were accessible to all children including those with SEND and other additional needs.</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>

				<b>Evidence:</b> participation tracker, photos, staff observations, parental feedback	
Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting	Access termly School Sport Partnership or Cluster Year 3/4 Festivals <ul style="list-style-type: none"> <li>• <i>Select children who need the opportunity to have a positive experience of school sport and /or need to be rewarded for their efforts in PE and /or extra-curricular clubs</i></li> <li>• <i>Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day</i></li> </ul>	£0 (Incl. in Enhanced Membership)	£0	<p><b>How many children participated in a festival?</b></p> <p>70</p> <p><b>How did the children generally feel about the opportunity to attend the event?</b></p> <p>They were generally excited and enthusiastic about attending the festivals. They were told beforehand that it was mostly not competitive and it was encouraged that they participate in all activities even if they were new to them. They received fantastic support throughout from staff and Young Leaders and always returned with a positive experience being had.</p> <p><b>Evidence:</b> participation tracker, photos, staff observations, parental feedback</p>	<p>Support children to transition into extra-curricular clubs</p> <p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</p>
Provide access to transport to enable children and staff to access opportunities	Access to transport where required to take children to competitions and events	£1000	£470	<p><b>Consider the cost of the transport against the impact the opportunities have on the children and whole school?</b></p> <p>The cost of transport is nothing compared to the impact the opportunities to attend have on the children. By having the minibus, we can send more children to events, providing more children with positive experiences of sport in the wider curriculum. We are often able to send the maximum amount of children to events.</p> <p><b>Evidence:</b> competition registrations</p>	To ensure a similar amount is allocated for competitions next year

## Accountability

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

Completed by:	Vicky Panter				Date:	15.7.22		
Document updated	30.10.21	27.1.22	9.4.22	15.7.22				

## 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>