

2022/2023 PE AND SPORT PREMIUM DEVELOPMENT PLAN

EVIDENCING THE IMPACT & SUSTAINABILITY

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

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

SCHOOL

Abington Vale Primary School

HEAD TEACHER

Laura Cichuta

PE COORDINATOR

Vicky Panter

PE & Sport Premium: Government intent

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

PE & Sport Premium: School intent

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 and active life.

Key outcome indicators: Updated 2022/2023

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

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

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across your school

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

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

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

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

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

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

Key outcome indicator 5: Increased participation in competitive sport

- increasing and actively encouraging pupils' participation in the School Games
- organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations
- provide children and young people with adequate preparation to ensure they gain positive experiences to sustain their involvement

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

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2023/2024?
1. Increase confidence and skills of staff in teaching PE and Sport	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • Implementation of 2 key sports coaches – 1 per site – to support staff with sport and PE and to deliver quality PE sessions. • SC sports coach provided mentor guidance to University of Northampton sports degree student in delivery and assessment of curriculum PE sessions. • Second UofN student attended wider curriculum coach-led sport sessions to increase knowledge and confidence in specific sports/age groups. • Support given with preparation and planning of PE sessions through staff meetings, emailed guidance of use of the curriculum PE platforms and • Real PE training with Create lead for all staff that teach PE but missed previous training. Opportunity for lesson observation, platform training and questions. • Continuation of 2 heavily guided, high-quality PE and sport platforms for all staff to follow and adapt. 	<p>The sports coach based at Stirling campus will continue in her role and meet regularly with PE coordinator.</p> <p>Partnership with the UofN to continue and students supported in training,</p> <ul style="list-style-type: none"> • Staff meetings and training sessions to take place, led by the PE lead to ensure all staff are confident with the content and purpose of our PE curriculum. <p>An open platform for feedback about the curriculum to ensure all staff have their voices heard.</p> <p>Support with the assessment of PE.</p>
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> • 418 children are provided with 2 hours of quality PE lessons per week. • All KS2 children given the opportunity to attend free clubs led by new sports coaches to increase active minutes. The clubs have been accessed by over • Children from EYFS exposed to both PE passport lessons and the Jasmine platform. • All staff providing Real PE, Dance and Gym lessons to all pupils 	
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • 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. • Increased confidence from specific support staff in delivering PE from both platforms. 	

2. Engagement of all pupils in regular physical activity	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • Introduction of walking breaktimes, led by sports coach. • Introduction of termly house competitions for all KS2 pupils. • Implementation of break time zones with sports zone. • Young leader led physical activities at lunchtimes. • 2 hours of curriculum PE timetabled into every year group. 	<ul style="list-style-type: none"> • Active breaks to be continued from the beginning of the academic year through the use of current young leader expertise and spare resources. • 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. • 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. • More accessibility for extra-curricular physical clubs. Funding to be allocated to subsidise clubs for children.
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> • All children accessing 2 hours of PE per week. • Space allocation is organised for Stirling campus so all classes are able access indoor and outdoor sessions. • Year 5 children are delivering lunch time physical activities to the rest of the school on a daily basis. • Zoned areas are inclusive for all children, and all children have the opportunity to engage in a variety of active sessions. • All KS2 classes have participated in at least 2 inter-house competitions. That is 238 children. 	
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • Active breaks have allowed the children freedom to interact with others. • PE has maintained its status in school within the wider curriculum subjects. • Enhanced social interaction skills during break times. • Children express positive responses to regular inter-house competitions. 	
3. Profile of PE and sport is raised across the school as a tool for whole-school improvement	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • Introduction of the sportsmanship awards to be awarded termly after house competitions. • PE display outlining School Games Values, images of new young leaders and certificates displayed. • Regular emails/meetings with staff to discuss PE progression and address any issues. • Termly assessments for all classes to encourage teachers to track progress. • Regular blogs around curriculum PE as well as competitions and festivals outside of school. These link to our other social media platforms for all parents to see. 	<ul style="list-style-type: none"> • Continuation of sportsmanship awards and regular social media updates to promote the winners. • Update of PE displays at both sites. • New assessment format to ensure consistency across ass year groups. • Support for all staff with blogging skills to encourage an even greater amount of sports posts. • Analysis of the current swimming process to ensure it is the most effective process for 2023-2024.

	<ul style="list-style-type: none"> Improvement needed in swimming outcomes, therefore a change in the swimming process for year 4, 5 and 6 is in place. 	
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> All children in KS2 have the chance to receive the sportsmanship awards – so far, 16 awards have been received and displayed. 30 year 5 children completed modules 1-3 of Real Leader training Real leaders have seen an average participation of 50 children each week. Staff are delivering inter-house competitions with confidence, this has included 238 children participating in at least 2 inter-house competitions this year. Over 10 festivals and competitions have been celebrated on our social media site including the school website and twitter. Many posts celebrating PESS have been created across difference year groups. With the new PE timetabling, as of May 2023, 43 pupils have achieved their 25m across year 4 and 5. 	
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> Children actively strive to receive the sportsmanship award. Through pupil voice, it is evident that this has improved attitudes towards competitive events and behaviour during the competitions. Staff became confident with running inter-house competitions as the year progressed. Enjoyment was evident from the children that participate in the Young Leader led activities. 	
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> New LTM for all year groups from reception to Year 6 with particular focus on a wide range of activities across all key sports skills. Varied activities set up every lunchtime by year 6 sports organising crew. Varied activities run by young leaders at lunchtimes Introduction of walking breaktimes for all. Introduction of sports into our curriculum that are not considered mainstream sports in curriculum PE. Introduction of a new before school tennis club. This is a subsidised club to make the club accessible to all pupils. 	<ul style="list-style-type: none"> Respond to staff feedback about the curriculum map and make changes accordingly. Follow advice set from our school SSCO and have a greater focus on sports categories and wider game exposure rather than focussing on singular sports. Set up a new year 6 SOC straight away to ensure lunchtime activities run smoothly from Term 1.

	<ul style="list-style-type: none"> Options of tennis, dodgeball, football, gymnastics, dance and basketball clubs. Local sport clubs advertised through parental communications. Free clubs run by newly appointed sports coaches offered to pupils. The park campus sports coach is attending a baseball training session in May and will deliver sessions to classes following this next academic year. 	<ul style="list-style-type: none"> Introduce an additional extra-curricular club to both sites. Increase the amount of clubs that have their costs subsidised by the Premium to make them more accessible for all pupils.
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> All KS2 children given the opportunity to attend free clubs led by new sports coaches to increase active minutes. The clubs have been accessed by over 50 different children. 120 children have taken part in Danish longball and participated in an inter-house competition in this sport. 120 children have accessed a 6 week block of tri-golf. Introduction of yoga club run by Stirling campus sports coach has seen a regular attendance of 29 children. At Park campus, 88 pupils are attending extra-curricular physical activity clubs. At Stirling campus 93 pupils are attending extra-curricular physical activity clubs. 	
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> When obtaining pupil voice, children expressed that they were happy about trying different sports and found they enjoyed something new. Children attended level 2 and 3 competitions with increased confidence 	
5. Increased participation in competitive sport	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> Entry into multiple events across the year, ranging from year 2-6. Tracking document set up to track participation. Non-negotiable termly inter house competitions run for all KS2 classes to be inclusive for all children. Year 1 / 2 strictly ballroom competition entered. 	<ul style="list-style-type: none"> Update the tracking document for 2023-2024 to monitor participation for the upcoming year. Enter as many out of school competitions as possible for 2023-2024 but ensure we are able to prepare the children for them adequately.
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> Increase in participation for inter-house events. In term 3, 240 children participated in an inter-house competition. 	

	<ul style="list-style-type: none"> • By May 2023, 140 children had participated in an extra-curricular competition. • 12 children from year 1 and 2 took part in the competitive ballroom dance event. • Greater coverage of children taking part in events due to the new tracking document. 	<ul style="list-style-type: none"> • Clear communication with staff by PE coordinator to ensure the termly inter-house competitions continue to take place.
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • Children reached the finals in the strictly competition and went on to compete again later in the year. • The mixed football team placed second in the inter-schools competition. • All children in KS2 experienced pressures and enjoyment of healthy competition. • Children developed a sense of being a team-player and the impact that can have on morale. 	

Swimming: meeting the national curriculum requirements for swimming & water safety

Swimming and water safety are national curriculum requirements and essential life skills. The national curriculum requirement is that by the end of key stage 2, pupils should be taught to:

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

You can use the PE and sport premium to fund the professional development and training that is available to schools to train staff to support high-quality swimming and water safety lessons for their pupils.

You can use your funding for:

- professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils
- additional top-up swimming lessons to pupils who have not been able to meet the 3 national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water

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

Outcome	% of pupils achieving outcome
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	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Swim competently, confidently and proficiently over a distance of at least 25 metres	65%	83.5%	0%	60%	71%
Use a range of strokes effectively; front crawl, backstroke and breaststroke	60%	56.5%	0%	55%	71%
Perform safe self-rescue in different water-based situations	100%	56.5%	0%	41.7%	71%
The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water. Have you used any funding for this purpose?	No	No	No	No	No

PE & Sport Premium: Development Plan

2022/2023 Funding Must be allocated and spent in full by 31 st July 2023		£16,000 + £10 per pupil (Year 1 – Year 6)	SUB TOTAL	£19,510
Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	£6739 34.54%	Actual expenditure: % of total allocation:	£6739 34.54%
Key outcome indicator 2: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	£1673 8.58%	Actual expenditure: % of total allocation:	£1673 8.58%
Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:	£2777 14.23%	Actual expenditure: % of total allocation:	£2777 14.23%
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	£4071 20.87%	Actual expenditure: % of total allocation:	£4071 20.87%
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	£4250 21.78%	Actual expenditure: % of total allocation:	£4250 21.78%

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

INTENT		IMPLEMENTATION		IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
All staff to deliver high quality PE teaching and learning for all children	Undertake a training needs analysis of all staff <ul style="list-style-type: none"> Staff to identify areas of training Appropriate internal or external training and/or resources to be identified and sourced 	£6239 (Sports coaches, fitter future)	£6239	What training opportunities were accessed by staff? <ul style="list-style-type: none"> Real PE training with Create lead for all staff that teach PE but missed previous training. Opportunity for lesson observation, platform training and questions. Staff meetings led by PE lead. Baseball training Cricket CPD through Chance to Shine 6 weeks coaching LTA training Northamptonshire School sports conference What resources were obtained?	Schemes of work are revised such as the curriculum LTM. 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"> • LTA information packs with lesson plans. • Baseball starter packs <p>How have training and/or resources contributed to improved PE provision?</p> <ul style="list-style-type: none"> • Baseball will be considered in the curriculum plan for next academic year. • Lesson plans to be used in conjunction with PE Passport planning if needed. Support tool online can also be accessed. • The sports coach that attended the baseball training will attend a staff meeting/training session to educate all staff. The baseball has been rolled out into year 5/6 curriculum lessons as a trial. <p>Evidence: curriculum planning, timetables, lesson observations, children's' feedback, children's academic progress</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 <i>Register with organisations considered experts within the field of PE, school sport and physical activity i.e. School Games, Youth Sport Trust, Sport England, Northamptonshire Sport, AfPE</i>	£500 (Attending events, sports conference, additional training)	£500	<p>What local, regional or national events or campaigns have the school engaged in?</p> <ul style="list-style-type: none"> • 12 hours of cricket coaching • County PE and school sport conference. • • Enhanced school network meetings. • Half-termly news briefs. • Summer term national school sports week initiative. • Sports direct sports slam KS2 initiative. <p>Who have these opportunities benefited the most?</p> <ul style="list-style-type: none"> • The year 5 young leaders. • PE lead • Sports coaches. • All school children as they are taught from the carefully considered curriculum. 	<p>Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities</p> <p>Share important messages with all staff</p>

				<p>What is the lasting legacy of the children/ staffs engagement in these opportunities?</p> <ul style="list-style-type: none"> That the curriculum is broad, rich in knowledge, effective and progressive. This can continue, with adaptations following training and feedback, throughout the upcoming years. <p>Evidence: photos, observations, training opportunities</p>	
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Key outcome indicator 2: Engagement of all pupils in regular physical activity

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
Have tailored opportunities that attract children who are least active and/or those who have been most affected by Covid-19 to participate in regular physical activity	Plan a multiskill approached physical activity programme for an identified cohort of children. <ul style="list-style-type: none"> How will children be encouraged & rewarded for participation Appropriate and committed staff Deployment of young leaders When will it be delivered? Could it be delivered virtually, and home based?	£714 (C4L, healthy schools)	£714	How many children have accessed the programme over the term/academic year? <ul style="list-style-type: none"> Change 4 life club run for 18 identified year 6 children prior to moving on to secondary school to teach about healthy lifestyles. <p>What impact has the programme had on the children's health & well-being, attendance, attainment?</p> <ul style="list-style-type: none"> The children had the opportunity to try new activities and test their personal boundaries. They also learned about nutrition and healthy lifestyles. The children demonstrated enthusiasm and increased self-belief during the activities. <p>Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments</p>	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

Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy	Provision for 2 hours of high-quality curriculum PE per week for ALL children <ul style="list-style-type: none"> • <i>Ensure lessons are well structured, differentiated and progressive</i> <i>Provide opportunities for all children to 'learn to lead'</i>	£959 (Teacher CPD costs outlined in section 3)	£959	<p>How many hours of curriculum PE is each year group receiving?</p> <ul style="list-style-type: none"> • 2 hours per week. <p>How do you ensure that every child is reaching their PE potential?</p> <ul style="list-style-type: none"> • Regular assessments by staff • Carefully considered programmes of study. Both platforms used in the curriculum ensure progression and small steps development of skills. • Discussions with staff. <p>How do children learn to lead within PE lessons? What impact do these leadership skills have on the child and their contribution to whole school?</p> <ul style="list-style-type: none"> • Year 5 and 6 Real PE lessons encourage development of coaching skills and these are targets within some of the 6 Real PE cogs. • Real PE has the learning behaviours at the heart of every lesson, developing personal, social, creative and cognitive skills. • 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 PE is regarded by all staff as the core curriculum subject it is. Staff are motivated and enthused to teach it and have the subject knowledge to make it enjoyable, differentiated and progressive • Good practice is shared in department and whole school meetings • By allowing the children to voice their thoughts and provide 	<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>positive constructive feedback for themselves and others, this increases confidence, develops independence and encourages taking ownership.</p> <p>Evidence: Curriculum timetables, short, medium and long terms planning, photos, Assessment, behaviour, enjoyment</p>	
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Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2022/2023?</i>
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 • <i>Collect necessary evidence throughout the year</i> <i>Share scheme with all staff and ask for their support to achieve desired award level</i>	£0	£0	<p>How did planning and reviewing your school's position against the criteria lead to positive changes within the school?</p> <ul style="list-style-type: none"> We aimed to maintain the platinum standard achieved last year. <p>How has the award improve/changed the profile of PE, school sport and physical activity within the school?</p> <ul style="list-style-type: none"> The first ever platinum award for AVPS was achieved last academic year and carried through to this year. It was highly recognised among all staff. The high standard that AVPS has set itself will inform PE across the school moving forward. The award has heightened the profile of PE at AVPS. <p>Evidence: action plan and necessary evidence associated for the award level</p>	<p>Raise awareness of the tool and report in whole school meetings</p> <p>Ensure SLT are clear on the report outcomes are supportive of areas to be developed</p> <p>Celebrate success and improvements with staff and the wider community</p>

Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce	Use the real Leaders scheme of work to upskill a cohort of confident and knowledgeable young leaders <i>Use the real Leaders Action Plan to support in the planning and implementation of the training</i>	£0 (Incl. in Enhanced Membership)	£0	<p>How many young people have accessed core leadership training?</p> <ul style="list-style-type: none"> 30 <p>What roles were the young leaders deployed to undertake? What impact did they have on whole school?</p> <ul style="list-style-type: none"> School ambassadors and role models Lunchtime activity sessions. Curriculum lesson support <p>What has this training given the young leaders?</p> <ul style="list-style-type: none"> Fundamentals of leadership Practical experiences of leadership Confidence in leadership Teamwork skills. <p>Evidence: photos, deployment plans, observations</p>	<p>Recruit previously training young leaders to take on mentoring roles and responsibilities</p> <p>Consider how higher level leadership training and deployment opportunities can be provided</p>
Bring together a cohort of young leaders to form the School Sport Organising Crew (SSOC) who will influence and have a voice for all children in all thing PE, school sport and physical activity	<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"> <i>How young leaders will be recruited fairly</i> <p><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></p>	£2777	£2777	<p>What were the main objectives for the group?</p> <ul style="list-style-type: none"> Develop leadership skills. Plan, administer and review lunchtime activities for children across all year groups. Become strong role models. Plan and deliver KS1 festival alongside PE team. Mentor other young leaders. Support PE coordinator <p>What did the group action, influence or change?</p> <ul style="list-style-type: none"> 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. They worked alongside the Young Leaders <p>What impact did this group of children have on the whole school?</p>	<p>Ensure Year 4/5 children are co-opted into the group to provide sustainability and continuation within the group year on year</p> <p>SLT to consider ways to provide the group with meaningful opportunities for influencing and decision making within the whole school</p> <p>Provide a suitable platform for the voice of the children to be heard and taken seriously</p>

				<ul style="list-style-type: none"> The organisation of school sports materials and the expression of the importance of our equipment impacted the treatment of it from staff and pupils. They ensured all pupils had a positive school games day experience. They raised the profile of PE through whole school assemblies. <p>Evidence: meeting minutes, reports, celebrations</p>	
Share and celebrate achievements in PE, school sport and physical activity	<p>Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly</p> <ul style="list-style-type: none"> Use a noticeboard and/or school digital system to publicly share success from within and outside of school Use social media to highlight school sport success and progress within PE <p>Consider how the School Games Values or school values could be used to reward behaviours</p>	£0	£0	<p>What has been celebrated?</p> <ul style="list-style-type: none"> Inter school competitions Out of school sporting successes Participation in events Positive sportsmanship behaviour <p>How has it been celebrated?</p> <ul style="list-style-type: none"> Certificates and medals presented during whole school assemblies for sporting competitions, including participation awards. Encouragement for children to share successes from out of school sporting achievements, regularly shared within classes and during whole school assemblies. Blog posts celebrating sporting successes. <p>Evidence: newsletters, blogs, social media, photos, assemblies</p>	<p>Regularly update noticeboards and social media platforms</p> <p>Engage children to contribute to school newsletters and/or managing the noticeboards</p>

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

INTENT	IMPLEMENTATION	IMPACT
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Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
Offer a diverse and needs led extra-curricular programme	<p>Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable</p> <ul style="list-style-type: none"> Review success and attendance of opportunities in the previous academic year Allow children to have a voice and influence what is offered Explore and evaluate the costs and benefits of using external providers Thoroughly check for appropriate qualifications and experience before deploying external providers <p>Explore internal opportunities to provide training to upskill staff to lead on clubs</p>	£3500 (subsidisation of clubs)	£3500	<p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)?</p> <p>There were 8 different physical activity based clubs on offer. 145 children accessed these clubs over the 7 weeks.</p> <p>Which clubs were the most popular?</p> <ul style="list-style-type: none"> Hotshots basketball club and mixed netball <p>How did the children benefit from this provision?</p> <ul style="list-style-type: none"> 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. <p>Evidence: registers, photos</p>	<p>Evaluate attendance at each club and adjust offer accordingly</p> <p>Use child voice to influence and engage specific cohorts of young people</p>
Develop meaningful links to local sports clubs to develop pathways for children to move from school to community	<p>Acquire knowledge about local community sports providers</p> <ul style="list-style-type: none"> Consider links to clubs where the sport is either popular within school or attendance at clubs is high Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards <p>Consider how the relationship can be reciprocal</p>	£571 (bikeability)	£571	<p>What clubs have you developed links with?</p> <ul style="list-style-type: none"> Northampton county lawn tennis club Step-by-Step dance school Hotshots Basketball M.A.B gymnastics Zoons Northampton Saints community partnership Freestyle sports and arts Chance to shine cricket <p>Why were these links chosen?</p> <ul style="list-style-type: none"> 5 clubs mentioned above have previously delivered high quality 	<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>

				<p>coaching or clubs at Abington Vale and we found that the children benefitted from the clubs and lessons</p> <ul style="list-style-type: none"> • High quality tennis delivery was an area for development at AVP and NCLTC offered a level 3 qualified coach for 2 mornings a week. • Saints community partnership came highly recommended by other schools in our cluster. <p>How have children and/or staff benefited from the partnership?</p> <ul style="list-style-type: none"> • All children from KS1 and 2 have the opportunity to access the clubs. • All KS2 children experienced hotshots in some form, <p>Evidence: 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"> • <i>Identify a cohort of children who meet the outlined criteria</i> • <i>Identify a member of staff to support and accompany the children</i> <p><i>Celebrate the achievements of these children within school and with their families</i></p>	£0 (Incl. in Enhanced Membership)	£0	<p>How many children were involved? 8</p> <p>What did the project involve?</p> <ul style="list-style-type: none"> • Team building • Confidence-building • Transition activities • Physical activities • Exposure to new activities <p>What did the children achieve/again from being involved in the project?</p> <p>Increased confidence</p> <ul style="list-style-type: none"> • Learning new skills • Improved communication skills during the events. <p>How did/will the activities support them to develop confidence, self-esteem, social skills?</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"> Children were encouraged to communicate with others during the activities, improving social skills. Children were encouraged to try new activities, such as rock climbing. The activities were led by very supporting leaders. <p>Evidence: photos, pre-post questionnaire, child and family feedback, teacher observations</p>	
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Key outcome indicator 5: Increased participation in competitive sport

INTENT		IMPLEMENTATION		IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
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 SCo; SCo 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>	£3,250	£3250	<p>What has the school gained by being an SSP Enhanced School?</p> <ul style="list-style-type: none"> Access to sporting opportunities to enhance sporting performance, wider participation and inclusive opportunities. <p>Which groups of children/adults within your school have benefited the most?</p> <ul style="list-style-type: none"> Children that do not access sport regularly have benefitted from the SSP due to the variety of opportunities offered to them. <p>Evidence: 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?
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"> Design a format to ensure all children are enthused to participate Consider including personal challenges to encourage healthy competition 	£	£	<p>How many children participated in the School Games Day?</p> <ul style="list-style-type: none"> 415 <p>How did the School Games Day conclude a year-round programme of PE and school sport?</p>	<p>Evaluate the success of the event</p> <ul style="list-style-type: none"> Ease of planning and delivering Feedback from parents, staff and children

	<ul style="list-style-type: none"> Upskill and deploy a cohort of young leaders <p>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</p>			<ul style="list-style-type: none"> 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. 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 <p>What does this day mean to the children?</p> <ul style="list-style-type: none"> 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 the day and the feedback was positive <p>How do you ensure the event is inclusive?</p> <ul style="list-style-type: none"> All children participated in the same amount of activities. Children were competing against their peers in a fair and positive way and rewarded with stickers. Support was given to specific children who needed it to complete the activities, All activities were carefully selected by SLT and the PE lead the ensure they would be accessible for all. <p>Evidence: photos, event programme, young leader training days</p>	
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Provide opportunities for all children to access Intra-School Competitions	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant – consider accessing NSport resources</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> <p><i>Consider how these competitions could be linked to whole school house systems</i></p>	£0	£0	<p>How many children participated in at least one Intra-School competition? 240 (All KS2 children)</p> <p>What did the experience give to the children?</p> <ul style="list-style-type: none"> • A sense of community as they were house teams. • The chance to demonstrate their sportsmanship skills. • The chance to experience winning/losing. • Team work. <p>How has intra-school competition supported whole school cohesion and raising the profile of it across the school?</p> <ul style="list-style-type: none"> • It has now been recognise termly during celebration assemblies and all staff are under the understanding that their class should have at least 1 intra-house competition per term. • This has also lead to recognising children for their sportsmanship skills and those that are demonstrating the school games values. <p>Evidence: photos, young leaders deployed, observations, social media, newsletters</p>	<p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities</p>
Provide opportunities for broad range of children to access Inter-School Competitions	<p>Access School Sport Partnership or Cluster organised Inter-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant</i> • <i>Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children</i> • <i>Ensure children are adequately prepared for the competitions to</i> 	£0 (Incl. in Enhanced Membership)	£0	<p>What competitions did you attend?</p> <ul style="list-style-type: none"> • Saints schools rugby cup • Year 5/6 mixed football • Year 5/6 cross country • Year 3 /4 sportshall athletics • Year 5/6 sportshall athletics • Boccia (inclusive) • Kurling (inclusive) • Archery • Orienteering • Year 3/ 4 athletics • Year 5/6 netball • Year 5/6 athletics 	<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><i>ensure a positive competition experience</i></p> <p><i>Consider how school representatives are rewarded for the achievements</i></p>			<ul style="list-style-type: none"> • Dodgeball • And more. <p>How did the children deal with success and failure?</p> <ul style="list-style-type: none"> • 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 • Successes were celebrated as were less successful events and the children were always keen to share their experiences with the school. <p>Evidence: Team Declaration Forms, photos, teacher observations</p>	
Provide opportunities for children to adequately prepare for Inter-School competitions	<p>Access pre-Inter School Games competition practice sessions</p> <ul style="list-style-type: none"> • <i>Consider the team selection and the competition eligibility</i> • <i>Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school</i> <p><i>Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children</i></p>	<p>£0 (Incl. in Enhanced Membership)</p>	£0	<ul style="list-style-type: none"> • Pre-inter netball <p>How many different children accessed these opportunities?</p> <ul style="list-style-type: none"> • 10 <p>How effective were the pre-Inter School competition practice sessions?</p> <ul style="list-style-type: none"> • Very effective as staff and children could assess how prepared they were and areas needed to focus on prior to the competition <p>Did staff gain further knowledge, skills and ideas from attending?</p> <ul style="list-style-type: none"> • Yes <p>Evidence: participation tracking, photos, competition results, in school opportunities</p>	<p>Identify focus sports for year groups and the whole school – link these into an extra-curricular offer to ensure children are adequately prepared for competition</p> <p>Upskill staff to ensure practice sessions are of a high quality teaching the children accurate skill development and the rules</p>

Extend opportunities for children to represent their school, whilst exploring new sports and activities in a safe and friendly festival environment	<p>Access Multisport Festivals planned and delivered by Cluster host secondary school</p> <ul style="list-style-type: none"> <i>Select children who are unlikely to represent the school in other sports opportunities</i> <p><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></p>	£0 (Incl. in Enhanced Membership)	£0	<p>How many children participated in a festival?</p> <ul style="list-style-type: none"> 132 <p>How did the children generally feel about the opportunity to attend the event?</p> <ul style="list-style-type: none"> Children were excited to attend these events and as they were a less competitive event, all children of all abilities enjoyed the event. <p>What impact did the experience have on the children?</p> <ul style="list-style-type: none"> 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>Evidence: participation tracker, photos, staff observations, parental feedback</p>	<p>Support children to transition into extra-curricular clubs</p> <p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</p>
Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting	<p>Access termly School Sport Partnership or Cluster Year 3/4 Festivals</p> <ul style="list-style-type: none"> <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> <p><i>Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day</i></p>	£0 (Incl. in Enhanced Membership)	£0	<p>How many children participated in a festival?</p> <p>87</p> <p>How did the children generally feel about the opportunity to attend the event?</p> <ul style="list-style-type: none"> They were generally excited and enthusiastic about attending the festivals. They were told beforehand that it was mostly not competitive and encouraged to 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>Support children to transition into extra-curricular clubs</p> <p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</p>

				Evidence: participation tracker, photos, staff observations, parental feedback	
Provide access to transport to enable children and staff to access opportunities	Access to transport where required to take children to competitions and events	£1000	£1000	<p>Consider the cost of the transport against the impact the opportunities have on the children and whole school?</p> <ul style="list-style-type: none"> 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>Evidence: competition registrations</p>	To ensure a similar amount is allocated for competitions next year

Accountability

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

Document completed by:	Vicky Panter					Date:	31.7.23		
Document updated	23.10.23	19.2.23	18.5.23	7.6.23	30.7.23				

How to use & not use the funding

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

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

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

Sustainable improvement

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

Active mile

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

What your funding should not be used for

You should not use your funding to:

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

Capital expenditure

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

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

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

Accountability

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

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

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

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

Online reporting

You must publish details of how you spend your PE and sport premium funding by 31 July 2023 at the latest.

Online reporting must clearly show:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent or will be spent before of the end of the academic year
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be [sustainable](#) in the future

You must also publish the percentage of pupils within your year 6 cohort in the 2022 to 2023 academic year who met the national curriculum requirement to:

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

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

Review of online reports

School online reporting will be monitored by DfE. DfE will look at a selection of schools' online reports to confirm that use of the PE and sport premium described in the report meets the requirements outlined within this guidance and the [conditions of grant](#) document.

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

Payment dates for 2022 to 2023

Maintained schools, including PRUs and general hospitals

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

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

- 7/12 of your funding allocation on 31 October 2022
- 5/12 of your funding allocation on 28 April 2023

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

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

Academies, free schools and CTCs

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

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

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

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

Non-maintained special schools

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

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