

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?
<p>1. Engagement of all pupils in regular physical activity</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> 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. Each year group has been provided with physical activity resources for break and lunch times. These are accessed every day by the children. PE provision provided 2 hours a week per class, led by class teachers and skilled staff. PE timetable provided for indoor and outdoor PE lessons at both sites. Young leader workshop attended by 30 year 5 pupils. <p>SPRING</p>	
	<p>Impact on PARTICIPATION</p> <p>AUTUMN TERM</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. <p>SPRING</p>	
	<p>Impact on ATTAINMENT</p> <p>AUTUMN</p> <ul style="list-style-type: none"> 73.7% of children achieving at least age expected level in term 1 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. <p>SPRING</p>	

<p>2. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Key ACHIEVEMENTS AUTUMN TERM</p> <ul style="list-style-type: none"> • Beat the Street Northamptonshire County Council incentive introduced to the whole school. All children provided with the necessary equipment to enable them to participate. • Weekly Beat the Street emails sent to all parents and reminders given regularly in assemblies to continue to promote the programme. • First real leaders modules delivered to Year 5 children. <p>SPRING</p>	
	<p>Impact on PARTICIPATION AUTUMN TERM</p> <ul style="list-style-type: none"> • 353 Beat the Streets participants across the school. • 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. • Real leaders have seen an average participation of 31 different children each week. <p>SPRING</p>	
	<p>Impact on ATTAINMENT AUTUMN</p>	
<p>3. Increase confidence and skills of staff in teaching PE and Sport</p>	<p>Key ACHIEVEMENTS AUTUMN TERM</p> <ul style="list-style-type: none"> • Teaching staff training for Real PE led by Create Development lead – reintroduction to the programme. • Teaching staff meeting to re-train on PE Passport. • Term 1 assessment opportunity during staff meeting <i>guided</i> by PE lead • PE lead attended Real leaders webinar to increase confidence for delivery and overview of program. <p>SPRING</p>	
	<p>Impact on PARTICIPATION AUTUMN</p> <ul style="list-style-type: none"> • 416 children are provided with 2 hours of quality PE lessons per week. 	

	<ul style="list-style-type: none"> All children have been assessed against the PE Passport framework for PE attainment during term 1. First real leaders modules led by trained children but supported by PE lead. <p>SPRING</p>	
	<p>Impact on ATTAINMENT</p> <p>AUTUMN</p>	
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> 19 extra-curricular club sessions are offered between both sites. There are 8 different physical activity based clubs on offer. 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. <p>SPRING</p>	
	<p>Impact on PARTICIPATION</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> At Park campus, 173 pupils are attending extra-curricular physical activity clubs. At Stirling campus 105 pupils are attending extra-curricular physical activity clubs. Increase of children playing structured games at break and lunchtimes. <p>SPRING</p>	
	<p>Impact on ATTAINMENT</p> <p>AUTUMN</p> <ul style="list-style-type: none"> NTFC mentor has guided targeted children in fair game play and skills. Increased confidence in problem solving and team led activities in classrooms. <p>SPRING</p>	
<p>5. Increased participation in competitive sport</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> AVPS have signed up to 27 School Games events, for the whole year, at varying levels of competition AVPS have signed up for 3 pay-to-play football events. 	

<ul style="list-style-type: none"> Year 5 and year 6 intra school football competition prepared and led by PE specialist following 6 weeks of curriculum football skills lessons. <p>SPRING</p>	
<p>Impact on PARTICIPATION</p> <p>AUTUMN</p> <ul style="list-style-type: none"> 10 children attended a Tag rugby event. 8 children attended a year 3/ 4 tennis competition 8 children attended a KS2 badminton competition. 60 pupils participated in the intra school football competition. <p>SPRING</p>	
<p>Impact on ATTAINMENT</p> <p>AUTUMN</p> <ul style="list-style-type: none"> Increased skill level in football in year 5 and 6. <p>SPRING</p>	

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

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

You can use your funding for:

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

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

Outcome	% of pupils achieving outcome				
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Swim competently, confidently and proficiently over a distance of at least 25 metres	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. Have you used any funding for this purpose?	NO	NO	NO	NO	NO

PE & SCHOOL SPORT DEVELOPMENT PLAN

2020/2021 Underspend ✓ Section below must be completed for any 2020/2021 funding being carried forward ✓ Must be spent by 31 st July 2022	£4589	SUB TOTAL	£4589
2021/2022 Funding ✓ Must be allocated and spent by 31 st July 2021	£16,000 + £10 per pupil (Year 1 – Year 6)	SUB TOTAL	£19,530
GRAND TOTAL			£24,119

Key outcome indicator 1: Engagement of all pupils in regular physical activity	Planned Expenditure: £7700 % of total allocation: 39.43%	Actual expenditure: % of total allocation:
Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: £5570 % of total allocation: 28.52%	Actual expenditure: % of total allocation:
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: £700 % of total allocation: 3.58%	Actual expenditure: % of total allocation:
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: £2560 % of total allocation: 13.11%	Actual expenditure: % of total allocation:
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: £3000 % of total allocation: 15.36%	Actual expenditure: % of total allocation:

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 31st July 2022

INTENT	IMPLEMENTATION		IMPACT		
	Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>
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 	£2589	£	What training opportunities were accessed by staff? <ul style="list-style-type: none"> 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"> PE Passport assessment training and Q & A session lead by PE lead. <p>What resources were obtained?</p> <ul style="list-style-type: none"> Real PE posters Jasmine online platform access for whole school including access to Core Real PE, Real gym, Real dance, Real leaders, Real play and Real foundations. Jasmine home logins Updated PE passport platform. <p>How have training and/or resources contributed to improved PE provision?</p> <ul style="list-style-type: none"> A whole school approach to PE that is consistent across all year groups and both sites. An Increase in teacher confidence with teaching PE using both platforms, leading to higher quality lessons. <p>Evidence: 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"> <i>Review success and attendance of opportunities in the previous academic year</i> <i>Allow children to have a voice and influence what is offered</i> <i>Explore and evaluate the costs and benefits of using external providers</i> <i>Thoroughly check for appropriate qualifications and experience before deploying external providers</i> 	£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"> 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. 	<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>

	<p>Explore internal opportunities to provide training to upskill staff to lead on clubs</p>			<p>What were the percentages of girls and boys, and years groups represented within the clubs?</p> <ul style="list-style-type: none"> Children from year groups 1-6 accessed the clubs at both sites. 46.75% were girls, 53.25% were boys. <p>Which clubs were the most popular?</p> <ul style="list-style-type: none"> Hotshots basketball club at both sites was the most popular. <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>Host a School Games Day that culminates in a year-round programme of PE and school sport</p>	<p>Plan and deliver a School Games Day that is inclusive of all children</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 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>	<p>£1000</p>	<p>£</p>	<p>How many children participated in the School Games Day?</p> <p>How did the School Games Day conclude a year-round programme of PE and school sport?</p> <p>What does this day mean to the children?</p> <p>How do you ensure the event is inclusive?</p> <p>Evidence: photos, event programme, young leader training days</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

Key outcome indicator 1: 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 2021/2022?
Have tailored opportunities that attract children who are least active and/or those who have been most affected by Covid-19 to participate in regular physical activity	Plan a multiskill approached physical activity programme for an identified cohort of children. <ul style="list-style-type: none"> How will children be encouraged & rewarded for participation Appropriate and committed staff Deployment of young leaders When will it be delivered? Could it be delivered virtually, and home based? <i>Deliver C4L program</i>	£5700	£	How many children have accessed the programme over the term/academic year? <u>Autumn</u> <ul style="list-style-type: none"> Jasmine home logins provided for all children so they can access the platform at home. 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. NTFC mentor provided weekly tailored activities to 31 children selected for specific reasons at Park Campus during Autumn 1. NTFC mentor provided weekly tailored activities to 28 children selected for specific reasons at Stirling Campus. What impact has the programme had on the children's health & well-being, attendance, attainment? Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments	Track the transition of children into extra-curricular clubs and provision in the community Upskilling and deployment of staff and young leaders Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities
Review physical activity time and intensity levels across the curriculum timetable	Use the Active School Planner as a tool to visually demonstrate to staff when during the day children are inactive <ul style="list-style-type: none"> PEC to assist teachers to produce a Heat Map for their class PEC to review the Heat Map with the class teacher 	£0	£0	What did the 1 st phase Heat Maps look like? What did the 2 nd phase Heat Maps look like? Did the teacher change anything to increase the amount of time the children were active within the curriculum?	Staff see the use of a visual tool to enable them to consider and instigate change SLT understand and value the tool and encourage staff to undertake on a termly basis

	<ul style="list-style-type: none"> • <i>PEC and class teacher to consider and embed new ways of delivering aspects of the curriculum in a more physically active way</i> 			<p>Can the school demonstrate that every child is offered/accessing 30 active minutes each day?</p> <ul style="list-style-type: none"> • 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. • Jasmine home access for all. <p>Evidence: A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</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>
<p>Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy</p>	<p>Provision for 2 hours of high-quality curriculum PE per week for ALL children</p> <ul style="list-style-type: none"> • <i>Ensure lessons are well structured, differentiated and progressive</i> • <i>Provide opportunities for all children to 'learn to lead'</i> 	<p>£2000</p> <p>(Teacher CPD costs outlined in section 3)</p>	<p>£</p>	<p>How many hours of curriculum PE is each year group receiving?</p> <ul style="list-style-type: none"> • Each year group is timetabled for 2 hours of curriculum PE a week. 1 hour indoor slot and 1 hour outdoor slot. <p>How do you ensure that every child is reaching their PE potential?</p> <ul style="list-style-type: none"> • 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. <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 	<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>

				<p>coaching skills and these are targets within some of the 6 Real PE cogs.</p> <ul style="list-style-type: none"> • 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 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>Evidence: 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	
<p>Objective/intended impact What do you want to achieve?</p>	<p>Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i></p>	<p>Planned funding</p>	<p>Actual funding</p>	<p>Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i></p>	<p>Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i></p>

<p>Continue to be a Northampton SSP Enhanced School</p>	<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>	<p>£2800</p>	<p>£2800</p>	<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>	<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?</p>
<p>Achieve Gold School Games Mark Award</p>	<p>Use the 2021/2022 School Games Mark Action Plan to ensure this is a year-round scheme to develop meaningful opportunities for all pupils and whole school development</p> <ul style="list-style-type: none"> • <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> 	<p>£0</p>	<p>£0</p>	<p>How did planning and reviewing your school's position against the criteria lead to positive changes within the school?</p> <p>How has the award improve/changed the profile of PE, school sport and physical activity within the school?</p> <p>Evidence: action plan and necessary evidence associated for the award level</p>	<p>Raise awareness of the tool and report in whole school meetings</p> <p>Ensure SLT are clear on the report outcomes are supportive of areas to be developed</p> <p>Celebrate success and improvements with staff and the wider community</p>
<p>Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce</p>	<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"> • <i>Use the real Leaders Action Plan to support in the planning and implementation of the training</i> 	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£</p>	<p>How many young people have accessed core leadership training?</p> <ul style="list-style-type: none"> • 30 from year 5 and an additional 13 in year 5 with the modules lead by trained pupils. <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. 	<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"> • C4L <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>	
Bring together a cohort of young leaders to form the School Sport Organising Crew (SSOC) who will influence and have a voice for all children in all thing PE, school sport and physical activity	Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school <ul style="list-style-type: none"> • <i>How young leaders will be recruited fairly</i> • <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> 	£2770	£	<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. <p>What did the group action, influence or change?</p> <p>What impact did this group of children have on the whole school?</p> <p>Evidence: meeting minutes, reports, celebrations</p>	<p>Ensure Year 4/5 children are co-opted into the group to provide sustainability and continuation within the group year on year</p> <p>SLT to consider ways to provide the group with meaningful opportunities for influencing and decision making within the whole school</p> <p>Provide a suitable platform for the voice of the children to be heard and taken seriously</p>
Share and celebrate achievements in PE, school sport and physical activity	Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly <ul style="list-style-type: none"> • <i>Use a noticeboard and/or school digital system to publicly share success from within and outside of school</i> • <i>Use social media to highlight school sport success and progress within PE</i> • <i>Consider how the School Games Values or school values could be used to reward behaviours</i> 	£0	£	<p>What has been celebrated?</p> <ul style="list-style-type: none"> • Engagement in the Beat the Street incentive through regular assemblies and prizes. • Inter school competitions • Out of school sporting successes • Participation in events <p>How has it been celebrated?</p>	<p>Regularly update noticeboards and social media platforms</p> <p>Engage children to contribute to school newsletters and/or managing the noticeboards</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>How have children be rewarded and recognised for their efforts and achievements?</p> <p>Evidence: newsletters, blogs, social media, photos, assemblies</p>	
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Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					
INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i>
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 	£700	£	What training opportunities were accessed by staff? <ul style="list-style-type: none"> • 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. • PE Passport assessment training and Q & A session 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

				<p>What resources were obtained?</p> <ul style="list-style-type: none"> • Real PE posters • Jasmine online platform access for whole school including access to Core Real PE, Real gym, Real dance, Real leaders, Real play and Real foundations. • Jasmine home logins • Updated PE passport platform. <p>How have training and/or resources contributed to improved PE provision?</p> <ul style="list-style-type: none"> • A whole school approach to PE that is consistent across all year groups and both sites. • An Increase in teacher confidence with teaching PE using both platforms, leading to higher quality lessons. <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	<p>Use a variety of platforms to keep up to date with changes to the sporting landscape and seek to engage in opportunities that could benefit staff and children</p> <ul style="list-style-type: none"> • <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> 	£0	£	<p>What local, regional or national events or campaigns have the school engaged in?</p> <ul style="list-style-type: none"> • Beat the Street in Northampton • 10 hours of free tennis coaching (summer term). • County PE and school sport conference. • Enhanced school network meetings. • Half-termly news briefs. <p>Who have these opportunities benefited the most?</p> <ul style="list-style-type: none"> • Whole school, including guardians • PE coordinator • Wider staff 	<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> <p>Children's enthusiasm for PE Lifelong passion for sport Role models Evidence: 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

Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils					
INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i>
Offer a diverse and needs led extra-curricular programme	<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 Explore internal opportunities to provide training to upskill staff to lead on clubs 	£2000	£	<p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)?</p> <ul style="list-style-type: none"> In term 1 (7 weeks) 19 extra-curricular club sessions were offered between both sites. There were 8 different physical activity based clubs on offer. *** children accessed these clubs over the 7 weeks. <p>What were the percentages of girls and boys, and years groups represented within the clubs?</p> <ul style="list-style-type: none"> Children from year groups 1-6 accessed the clubs at both sites. 46.75% were girls, 53.25% were boys. <p>Which clubs were the most popular?</p> <ul style="list-style-type: none"> Hotshots basketball club at both sites was the most popular. 	<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>

				<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>Develop meaningful links to local sports clubs to develop pathways for children to move from school to community</p>	<p>Acquire knowledge about local community sports providers</p> <ul style="list-style-type: none"> Consider links to clubs where the sport is either popular within school or attendance at clubs is high Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards Consider how the relationship can be reciprocal 	£560	£	<p>What clubs have you developed links with?</p> <ul style="list-style-type: none"> Dallington tennis club Step-by-Step dance school Hotshots Basketball Back of the net M.A.B gymnastics Zoons Northampton Town Football Club <p>Why were these links chosen?</p> <ul style="list-style-type: none"> 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. NTFC – we were introduced to the new mentoring program and they are the central football club for Northampton. <p>How have children and/or staff benefited from the partnership?</p>	<p>Use qualified and experienced coaches to upskill school staff to extend opportunities within school for a desired sport</p> <p>Work with a couple of different sports each year to provide a focussed and concentrated approach</p>

				<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>Evidence: School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</p>	
<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>	<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> • <i>Celebrate the achievements of these children within school and with their families</i> 	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£</p>	<p>How many children were involved?</p> <ul style="list-style-type: none"> • 8 <p>What did the project involve?</p> <ul style="list-style-type: none"> • Physical, team building and confidence building activities for year 6 transitioning children. <p>What did the children achieve/again from being involved in the project?</p> <ul style="list-style-type: none"> • Increased confidence • 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> <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>	<p>Staff to continue to track progress in identified learning areas</p> <p>Support children to transition into extra-curricular opportunities</p>
<p>Provide opportunities for children identified as Able & Talented to access higher level learning opportunities</p>	<p>Support children to access an SSP organised Able & Talented Multiskill Academy</p> <ul style="list-style-type: none"> • <i>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</i> • <i>Staff to track children participation and progress</i> 	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£</p>	<p>How many children accessed the Able & Talented Multiskill Academy?</p> <p>6</p> <p>What impact has the opportunity had on the child (ren)?</p>	<p>SSP to support schools to develop relationships and pathways with local community sports clubs</p> <p>SSP to support schools to identify particular opportunities for individual children</p>

				Evidence: Academy reports, attendance registers, photos, parent and child feedback	
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Key outcome indicator 5: Increased participation in competitive sport

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)	£	How many children with SEND accessed Intra-School competitions: Autumn: Inter-School competitions: What impact did their participation in a competition have on them? Evidence: photos, teacher observation, team declarations	Incorporate inclusive sports into core curriculum lessons Provide opportunities for children with SEND to undertake leadership training
Host a School Games Day that culminates in a year-round programme of PE and school sport	Plan and deliver a School Games Day that is inclusive of all children <ul style="list-style-type: none"> Design a format to ensure all children are enthused to participate Consider including personal challenges to encourage healthy competition Upskill and deploy a cohort of young leaders Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised 	£ see reserves	£	How many children participated in the School Games Day? How did the School Games Day conclude a year-round programme of PE and school sport? What does this day mean to the children? How do you ensure the event is inclusive? Evidence: photos, event programme, young leader training days	Evaluate the success of the event <ul style="list-style-type: none"> Ease of planning and delivering Feedback from parents, staff and children
Provide opportunities for all children to access personal challenge activities	Organise and deliver a series of Personal Challenge opportunities <ul style="list-style-type: none"> Ensure activities are School Games compliant Deploy young leaders and/or staff to facilitate the opportunities 	£0	£	How many children participated? Autumn: <ul style="list-style-type: none"> 90 children took part in a personal challenge activity during curriculum PE lessons. 	Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future.

	<ul style="list-style-type: none"> Consider how these competitions could be linked to whole school house systems 			<p>How and when did you provide the opportunities?</p> <ul style="list-style-type: none"> Teacher led challenges during curriculum PE lessons. <p>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?</p> <ul style="list-style-type: none"> It takes away the pressure of competing against other children. Children were proud when they were able to beat their ownPB'. <p>Evidence: photos, qualitative data, lesson observations</p>	Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities
Provide opportunities for all children to access Intra-School Competitions	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> Ensure activities are School Games compliant – consider accessing NSport resources Deploy young leaders and/or staff to facilitate the opportunities Consider how these competitions could be linked to whole school house systems 	£2000	£	<p>How many children participated in at least one Intra-School competition?</p> <ul style="list-style-type: none"> Autumn: 60 <p>What did the experience give to the children?</p> <ul style="list-style-type: none"> A sense of community as they were linked to house teams. <p>How has intra-school competition supported whole school cohesion and raising the profile of it across the school?</p> <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"> Ensure activities are School Games compliant Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children 	£0 (Incl. in Enhanced Membership)	£	<p>What competitions did you attend?</p> <p>Autumn:</p> <p>Year 5/6 tag rugby KS2 badminton Year 5/6 girls football Year 5/6 open football Years 4/5/6 cross country Year 5/6 sportshall athletics Year ¾ sportshall athletics Year 5/6 P2P netball</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>

	<ul style="list-style-type: none"> • <i>Ensure children are adequately prepared for the competitions to ensure a positive competition experience</i> • <i>Consider how school representatives are rewarded for the achievements</i> 			<p>Year 4/5 arrows archery KS2 inclusive arrows archery</p> <p>How many different children represented the school? Total so far:</p> <p>How did the children deal with success and failure?</p> <p>How did the experience contribute to other aspects of the children's learning and social development?</p> <p>Evidence: Team Declaration Forms, photos, teacher observations</p>	
Provide opportunities for children to adequately prepare for Inter-School competitions	<p>Access pre-Inter School Games competition practice sessions</p> <ul style="list-style-type: none"> • <i>Consider the team selection and the competition eligibility</i> • <i>Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school</i> • <i>Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children</i> 	£0 (Incl. in Enhanced Membership)	£	<p>Pre-inter netball</p> <p>How many different children accessed these opportunities?</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>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> • <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> 	£0 (Incl. in Enhanced Membership)	£	<p>2 x KS1 multiskills festival</p> <p>How many children participated in a festival?</p> <p>How did the children generally feel about the opportunity to attend the event?</p> <p>What impact did the experience have on the children?</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>

				How do you think this opportunity could inspire and enthuse them? Evidence: 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"> Select children who need the opportunity to have a positive experience of school sport and /or need to be rewarded for their efforts in PE and /or extra-curricular clubs Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day 	£0 (Incl. in Enhanced Membership)	£	How many children participated in a festival? Tennis festival How did the children generally feel about the opportunity to attend the event? What impact did the experience have on the children? How do you think this opportunity could inspire and enthuse them? Evidence: participation tracker, photos, staff observations, parental feedback	Support children to transition into extra-curricular clubs Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school
Provide access to transport to enable children and staff to access opportunities	Access to transport where required to take children to competitions and events	£1000	£	Consider the cost of the transport against the impact the opportunities have on the children and whole school? Evidence: competition registrations	To ensure a similar amount is allocated for competitions next year

Accountability

It is a statutory requirement of 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:			
Document updated	30.10.21	27.1.22	9.4.22					

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 29th October 2021
- 5/12 of your funding allocation on 29th April 2022

Academies, free schools and CTCs

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

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

Non-maintained special schools

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

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

Useful websites

PE and sport premium for primary schools

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

Association for Physical Education

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

Youth Sport Trust

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