

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

St Andrew's CEVA Primary

HEAD TEACHER

Mrs Val Griffiths

PE COORDINATOR

Mr Joe Reed

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

St Andrews CEVA Primary school aims to produce children with an awareness of the importance of health and fitness, and for them to have healthy bodies and minds to help them focus and achieve academically. St Andrews also aims to give as many children as possible the chance to access extra-curricular sport and activities, including those children who are classified as less active. Across the school St Andrews will raise the profile of sports and activities. Children will have increased opportunity to be involved in competitive sport at a Level 1 and 2 level.

FUNDING OBJECTIVES

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

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

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

KEY OUTCOME INDICATORS: UPDATED 2021/2022

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

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

For example, by:

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

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

For example, by:

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

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

For example, by:

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

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

For example, by:

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

Key outcome indicator 5: Increased participation in competitive sport

For example, by:

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

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

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2022/2023?
1. Engagement of all pupils in regular physical activity	Key ACHIEVEMENTS – School continues to ensure 2 hours of weekly PE for all children. In addition, Change 4 Life clubs	Continue curriculum timetables and club provision.
	Impact on PARTICIPATION No children across the school were recorded as regularly missing PE lessons.	
	Impact on ATTAINMENT	
2. Profile of PE and sport is raised across the school as a tool for whole-school improvement	Key ACHIEVEMENTS – Re starting of Young Leaders has raised the profile of this position and it's importance as a tool to contribute to wider achievement and provide role models for younger children	Get the timetabled events to support including lunchtime and equipment up and running sooner after training event. No C-19 restrictions will help this. Invest in a Team Kit to be worn to events rather than just PE kits.
	Impact on PARTICIPATION 30 children initially trained	
	Impact on ATTAINMENT	
3. Increase confidence and skills of staff in teaching PE and Sport	Key ACHIEVEMENTS – All staff fully trained in REAL PE	Further sport specific training opportunities for teachers to be explored at in 22/23.
	Impact on PARTICIPATION – Staff more confident to share children's achievements and suitability for competitions and events	
	Impact on ATTAINMENT	
4. Broader experience of a range of sports and activities offered to all pupils	Key ACHIEVEMENTS – Wider range of sports and activities offered in 21/22	Boccia, Archery and Curling to be a teacher led after school club next year, resulting in a wider pool of talent to select from for these events.
	Impact on PARTICIPATION – all children on the SEN register have had the opportunity to represent the school this year.	
	Impact on ATTAINMENT	
5. Increased participation in competitive sport	Key ACHIEVEMENTS – Over 120 children have represented the school this year in inter-school sports activities.	Continue to provide even more event opportunities for children across the school to represent St Andrew's. Invest in a Team Kit to be worn to events rather than just PE kits.
	Impact on PARTICIPATION – children in Broadening Participation events were selected and given pre-event coaching so as to be more	
	Impact on ATTAINMENT	

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					44%
Use a range of strokes effectively; front crawl, backstroke and breaststroke					36%
Perform safe self-rescue in different water-based situations					22%
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 – will be looked at next year to improve above %

PE & SCHOOL SPORT DEVELOPMENT PLAN

2019/2020 Underspend ✓ Section below must be completed for any 2019/2020 funding being carried forward ✓ Must be spent by 31 st July 2022		SUB TOTAL	£10,332
2020/2021 Underspend ✓ Section below must be completed for any 2020/2021 funding being carried forward ✓ Must be spent by 31 st July 2022		SUB TOTAL	£14,160
2021/2022 Funding ✓ Must be allocated and spent by 31 st July 2021	£16,000 + £10 per pupil (Year 1 – Year 6)	SUB TOTAL	£19,040
		GRAND TOTAL	£43,532
Key outcome indicator 1: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:		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: % of total allocation:		Actual expenditure: % of total allocation:
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:

2019/2020 Underspend: Use this section to detail how any underspend from 2019/2020 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 2019/2020. Any underspend MUST be spent in full by 31st July 2022

INTENT	IMPLEMENTATION			IMPACT	
	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>
Objective/intended impact <i>What do you want to achieve?</i>					
Outdoor physical activity for all	Install new equipment to engage interest	£10,329	£10,332		

2020/2022 Underspend: Use this section to detail how any underspend from 2020/2021 will be spent during the academic year 2021/2022

It is a requirement, as a result of the Department of Education relaxing the ring-fencing arrangements due to Covid-19, that schools must declare any underspend they are carrying forward from the academic year 2020/2021. Any underspend MUST be spent in full by 31st July 2022

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2021/2022?
	Purchase 3x Active All Boards (2 external, 1 internal)	£9300	£9300		

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? 	£	£	10 children have attended Change 4 Life club during the academic year. All of these children have also progressed into representing the school in events. 120 children from Years3-6 have attended multiskill events. 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 PEC and class teacher to consider and embed news ways of delivering aspects of the curriculum in a more physically active way 	£	£	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? Can the school demonstrate that every child is offered/accessing 30 active minutes each day?	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 Staff are able to influence resource choices to support their new approach Staff share good practice and resources that have helped to increase the quality

				Evidence: A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables	and quantity of physical activity time within the curriculum
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> 	£ (Teacher CPD costs outlined in section 3)	£	All children receive 2 hours of quality PE Children's engagement is monitored by CT. Children showing talent are signposted towards Extra curricular clubs, and reluctant children are considered for Multiskills events or Change 4 Life clubs. REAL PE considers leadership within lessons. 30 Year 5 Young Leaders support lunch time activities, sports days and clubs. Evidence: Curriculum timetables, short, medium and long terms planning, photos, Assessment, behaviour, enjoyment	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 Schemes of work are well written and shared with all staff

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

INTENT		IMPLEMENTATION		IMPACT	
Objective/intended impact <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>
Continue to be a Northampton SSP Enhanced School	Ensure opportunities are added to the school diary at the earliest opportunity <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>	£2800	£2800	Multiskills festivals attended throughout the year for children who are more reluctant to access PE, with the aim of representing the school in a future Level 2 event. Evidence: Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events	Internally review and evaluate the school's engagement against the outcomes of the programme – what have been the school's greatest achievements, could these outcomes be gained by other means?
Achieve Gold School Games Mark Award	Use the 2021/2022 School Games Mark Action Plan to ensure this is a year-round scheme to develop meaningful opportunities for all pupils and whole school development <ul style="list-style-type: none"> • <i>Collect necessary evidence throughout the year</i> 	£0	£0	After Covid-19 Restrictions were lifted, children across the school have had meaningful opportunities to represent the school. Evidence: action plan and necessary evidence associated for the award level	Raise awareness of the tool and report in whole school meetings Ensure SLT are clear on the report outcomes are supportive of areas to be developed

	<ul style="list-style-type: none"> Share scheme with all staff and ask for their support to achieve desired award level 				Celebrate success and improvements with staff and the wider community
Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce	<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"> Use the real Leaders Action Plan to support in the planning and implementation of the training 	£0 (Incl. in Enhanced Membership)	£	<p>30 Children enrolled onto the Real Leaders scheme.</p> <p>This training has given children opportunity to support 3x sports days, lunchtime activity and equipment deployment, and in-lesson development.</p> <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>
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 Consider how the School Games Values or school values could be used to reward behaviours 	£	£	<p>Children award certificates and medals for events where the school has been successful. This can be in class or in all school assemblies.</p> <p>Children in KS1 recognised for achievements in units of PE and inter year group competition in Bench ball and Archery.</p> <p>School Sports Day's on school social media</p> <p>School Games Values tie in with school IAspire Values and are consistently rewarded with stickers.</p> <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 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2021/2022?
All staff to deliver high quality PE teaching and learning for all children	<p>Undertake a training needs analysis of all staff</p> <ul style="list-style-type: none"> Staff to identify areas of training 	£2290	£2290	All Staff received REAL PE training in January 2022.	<p>Schemes of work are revised</p> <p>Good practice and learning from courses is shared within whole school meetings</p>

	<ul style="list-style-type: none"> • <i>Appropriate internal or external training and/or resources to be identified and sourced</i> 			<p>This was accompanied by the updated REAL PE online resources and supplemented by new additional equipment to support lessons.</p> <p>Year 5 Staff received REAL Leader training.</p> <p>Evidence: curriculum planning, timetables, lesson observations, children's feedback, children's academic progress</p>	Resources are available and shared with all staff
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Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2021/2022?
Offer a diverse and needs led extra-curricular programme	<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> • <i>Explore internal opportunities to provide training to upskill staff to lead on clubs</i> 	£	£	<p>29 Children attended GLK Football Club after school over the course of the year. A number of these children have progressed to play for weekend teams.</p> <p>51 children attended at least 1 term of Hotshots Basketball, most of these attended multiple teams.</p> <p>11 children attended Change 4 Life Club over the course of the year. Their attendance was very high, over 90% in all cases. Many of these children have expressed interest in being Young Leaders as they move into Year 5.</p> <p>Evidence: registers, photos</p>	<p>Evaluate attendance at each club and adjust offer accordingly</p> <p>Use child voice to influence and engage specific cohorts of young people</p>
Develop meaningful links to local sports clubs to develop pathways for children to move from school to community	<p>Acquire knowledge about local community sports providers</p> <ul style="list-style-type: none"> • <i>Consider links to clubs where the sport is either popular within school or attendance at clubs is high</i> • <i>Seek to develop pathways only with clubs who meet national minimum standards or</i> 	£	£	<p>GLK Football Club – Pathway for children spotted at school to move on to represent the weekend teams in league football.</p> <p>Hotshots basketball club children who succeed progress to Finals Days and can then be selected for County Representative Sides within the Hotshots organisation.</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><i>their own governing body minimum operating standards</i></p> <ul style="list-style-type: none"> • <i>Consider how the relationship can be reciprocal</i> 			<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> • <i>Celebrate the achievements of these children within school and with their families</i> 	£ (Incl. in Enhanced Membership)	£ (Incl. in Enhanced Membership)	<p>8 Children accessed the plan, and enjoyed climbing, martial arts, trampolining and team building activities and interacting with children from other schools ahead of Y6 transition.</p> <p>Evidence: photos, pre-post questionnaire, child and family feedback, teacher observations</p>	<p>Staff to continue to track progress in identified learning areas</p> <p>Support children to transition into extra-curricular opportunities</p>
Provide opportunities for children identified as Able & Talented to access higher level learning opportunities	<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> 	£ (Incl. in Enhanced Membership)	£ (Incl. in Enhanced Membership)	<p>0 children have accessed the Able & Talented Academy this year. It will be relaunched next year.</p> <p>Evidence: Academy reports, attendance registers, photos, parent and child feedback</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>

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	£ (Incl. in Enhanced Membership)	(Incl. in Enhanced Membership)	<p>All SEND Children within the school apart from 2 children with significant and complex needs have taken part in intra-school competition.</p> <p>10 children from KS1 and KS2 have represented the school at Project Ability Boccia, New Age Kurling, and Arrows Archery events. Medals were won and a team progressed to a county final!</p>	<p>Incorporate inclusive sports into core curriculum lessons</p> <p>Provide opportunities for children with SEND to undertake leadership training</p>

				Evidence: photos, teacher observation, team declarations	
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"> • <i>Design a format to ensure all children are enthused to participate</i> • <i>Consider including personal challenges to encourage healthy competition</i> • <i>Upskill and deploy a cohort of young leaders</i> • <i>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</i> 	£160	£160	All children in the school apart from 2 severe SEND children participated in the School Games Days. EYFS and KS1 took part in a multiskills festival representing the skills they have learned during the year. Lower and upper KS2 had Quadkids based competitive Sports Days. Young Leaders supported the Lower KS2 and KS1/EYFS days. Children of all abilities recognised. 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"> • <i>Ensure activities are School Games compliant</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> • <i>Consider how these competitions could be linked to whole school house systems</i> 	£0	£0	Personal Challenge was an element of the Quadkids based School Sports Days in the practice sessions. Children recorded scores in standing long jump, howler throw, distance run, and sprint in the lead up to the events. Evidence: photos, qualitative data, lesson observations	Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future. Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities
Provide opportunities for all children to access Intra-School Competitions	Organise and deliver a series of Intra-School competitions <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant – consider accessing NSport resources</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> • <i>Consider how these competitions could be linked to whole school house systems</i> 	£0	£0	KS2 have taken part in intra school activities based on the Quadkids format which has been the basis of our sports days. Young Leaders have supported these events: Evidence: photos, young leaders deployed, observations, social media, newsletters	Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities

<p>Provide opportunities for broad range of children to access Inter-School Competitions</p>	<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 ensure a positive competition experience</i> • <i>Consider how school representatives are rewarded for the achievements</i> 	<p>£ (Incl. in Enhanced Membership)</p>	<p>£ (Incl. in Enhanced Membership)</p>	<p>Children attended events in:</p> <p>Athletics – Fun Run Boccia Sports Hall Athletics Kurling Archery Hockey Tennis Tri-Golf Quadkids Athletics</p> <p>136 Children represented the school in these events and had positive experiences. We had some outstanding results including participation certificates and medalling in 4 events over the year.</p> <p>Evidence: Team Declaration Forms, photos, teacher observations</p>	<p>Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals</p> <p>Upskill young leaders to support practice sessions and team management roles and responsibilities at the competitions</p>
<p>Provide opportunities for children to adequately prepare for Inter-School competitions</p>	<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> 	<p>£ (Incl. in Enhanced Membership)</p>	<p>£</p>	<p>Pre-practice for Tri-Golf was attended with 10 children and 2 members of staff.</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>
<p>Extend opportunities for children to represent their school, whilst exploring new sports and activities in a safe and friendly festival environment</p>	<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> 	<p>£ (Incl. in Enhanced Membership)</p>	<p>£</p>	<p>120 KS2 Children attended Multisport Festivals over the year and reported improved attitudes to PE and School sports based on their involvement.</p> <p>20 KS1 Children attended Multiskills events over the year, resulting particularly in an interest in Cricket. Pathways offered to the children into the All Stars Cricket scheme.</p> <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 access to transport to enable children and staff to access opportunities	Access to transport where required to take children to competitions and events	£4000 approx	£2,166	Transport Provided for all Multiskills, competitive, and Training events all year. Evidence: competition registrations	To ensure a similar amount is allocated for competitions next year
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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:	J.Reed	Date:	7.7.22
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Document updated								
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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 2021/2022

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>