

2022/2023 PE AND SPORT PREMIUM DEVELOPMENT PLAN

EVIDENCING THE IMPACT & SUSTAINABILITY

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

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

SCHOOL

St. Andrew's CEVA Primary School

HEAD TEACHER

Mrs Val Griffiths

PE COORDINATOR

Mr Joe Reed

PE & Sport Premium: Government intent

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

PE & Sport Premium: School intent

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.

Key outcome indicators: Updated 2022/2023

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

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

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

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

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

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

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

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

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

Key outcome indicator 5: Increased participation in competitive sport

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

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

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2023/2024?
1. Increase confidence and skills of staff in teaching PE and Sport	Key ACHIEVEMENTS New planning overview to ensure that coverage is more even outside of the REAL PE lessons. New Assessment tracking document, based on the Multi-Ability cogs and Fundamental Movement Skills produced and shared at Staff Meetings.	Continue to development assessment and planning strategies. Autumn Term survey on PE teaching confidence, leading to Natalie Lawrence coming in to teach REAL PE model lessons with teachers who have identified as 'less confident' in this scheme.
	Impact on PARTICIPATION Staff more confident to share children's achievements and suitability for competitions and events. Staff more confident to complete simple assessment tracking to provide a clearer picture of children's attainment in this area.	
	Impact on ATTAINMENT	
2. 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 and Student Aspiration Squad target those children considered 'at risk' of missing/being uninvolved in school PE.	Continue curriculum timetables and club provision. Continue to identify children considered 'at risk' of missing/being uninvolved in school PE and activity arrange places in initiatives.
	Impact on PARTICIPATION No children across the school were recorded as regularly missing PE lessons.	
	Impact on ATTAINMENT	
3. Profile of PE and sport is raised across the school as a tool for whole-school improvement	Key ACHIEVEMENTS 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. Children have been nominated for awards. Team Kit purchased to be worn to events rather than just PE kits.	Continue work begun this year on broadening the responsibilities of the Young Leaders Develop Hall of Fame area, not just for Sports Day winners but for all School Teams who represent the school during the year, with school mascot and kit.
	Impact on PARTICIPATION 30 children initially trained for their roles. All 30 contributed either at lunchtime or after school events as well as supporting Year3/4 and KS1 Sports Days	
	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 22/23 than ever before. After School club focusing on Archery allowed children to be coached in a different activity. Baseball has been brought in in the Summer Term leading to an intra-school tournament.	Continue to provide even more event opportunities for children across the school to represent St Andrew's based on the competition offer from Northampton Academy.
	Impact on PARTICIPATION	
	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. Nealy all children on the SEN register have had the opportunity to represent the school this year.	Continue to provide even more event opportunities for children across the school to represent St Andrew's.
	Impact on PARTICIPATION children in Broadening Participation events were selected and given pre-event coaching so as to be more prepared for the formats	
	Impact on ATTAINMENT	

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

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

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

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

You can use your funding for:

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

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

Outcome	% of pupils achieving outcome				
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Swim competently, confidently and proficiently over a distance of at least 25 metres				44%	51%
Use a range of strokes effectively; front crawl, backstroke and breaststroke				36%	40%
Perform safe self-rescue in different water-based situations				22%	27%

<p>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?</p>					<p>Yes – planned for Term 1 in 2023-24, Y5 children who did not meet the standard in Y4 swimming</p>
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PE & Sport Premium: Development Plan

2022/2023 Funding Must be allocated and spent in full by 31 st July 2023		£16,000 + £10 per pupil (Year 1 – Year 6)	SUB TOTAL	£18,929
Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:	£1929 10%
Key outcome indicator 2: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:	£9755 52%
Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:	£1052 6%
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:	£1096 6%
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:	£5537 29%

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

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
All staff to deliver high quality PE teaching and learning for all children	Undertake a training needs analysis of all staff <ul style="list-style-type: none"> Staff to identify areas of training Appropriate internal or external training and/or resources to be identified and sourced 	£	£	<p>Whole Staff Training Last Year, so no formal training this year.</p> <p>New Assessment Tracker and PE Coverage Map produced for all staff and delivered by JR at staff meeting.</p> <p>RD attended MLB Baseball training and resource session to teach to KS2 in Summer Term.</p> <p>Evidence: curriculum planning, timetables, lesson observations, children's' feedback, children's academic progress</p>	<p>Schemes of work are revised</p> <p>Good practice and learning from courses is shared within whole school meetings</p> <p>Resources are available and shared with all staff</p>

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

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
Have tailored opportunities that attract children who are least active and/or those who have been most affected by Covid-19 to participate in regular physical activity	Plan a multiskill approached physical activity programme for an identified cohort of children. <ul style="list-style-type: none"> How will children be encouraged & rewarded for participation Appropriate and committed staff Deployment of young leaders When will it be delivered? Could it be delivered virtually, and home based?	£3758	£3758	10 children selected to attend Change 4 Life Club before school weekly. 8 Children selected to the SAS Programme in Year 6 120 children from Years3-6 have attended multi-skills 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	£	£	Pacesetters coach 2x weekly working with school Young Leaders to ensure 30mins of additional physical activity gained through use of small game resources, wall mounted ActivBoards, and the Outdoor Gym and Trim Trail. Evidence: Resources, curricular and extra-curricular timetables	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 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"> Ensure lessons are well structured, differentiated and progressive Provide opportunities for all children to 'learn to lead'	£ (Teacher CPD costs outlined in section 3)	£	Each child receives 2 hours of timetabled PE per week minimum. Children's progress is tracked both on their fundamental movement skills, as well as the multi ability cogs. Multi-ability cogs allow children to begin to develop leadership skills in small pairs and groups. 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 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2022/2023?</i>
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>	£2,688	£3,250	School has gained access to a full and comprehensive competition program, support with carrying out curriculum enhancement, the Young Leader programme, SAS Squad. All groups of children across the school have benefited from this. 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 • <i>Collect necessary evidence throughout the year</i> <i>Share scheme with all staff and ask for their support to achieve desired award level</i>	£0	£0	Planning and reviewing your school's position against the criteria led to positive changes within the school, ensuring that Gold School Games Mark was achieved. Award will contribute to the raising of the Profile of PE and School Sport across the school and school community 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 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	Use the real Leaders scheme of work to upskill a cohort of confident and knowledgeable young leaders <i>Use the real Leaders Action Plan to support in the planning and implementation of the training</i>	£0 (Incl. in Enhanced Membership)	£	30 young people were trained on the Young Leader Program. Over the year, Young Leaders have supported lunchtime activities in conjunction with a Pacesetters coach, supporting children in a range of games and activities as well as accessing school resources such as the ActivBoards and outdoor gym. They have also supported after school activity groups such as Archery, and supported the EYFS, KS1 and Year3/4 Sports Days. Training and experience has given the Young Leaders leadership and planning skills, as well as opportunities to support teaching and learning with a range of children and range of activities.	Recruit previously training young leaders to take on mentoring roles and responsibilities Consider how higher-level leadership training and deployment opportunities can be provided

				Evidence: photos, deployment plans, observations	
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> 	£	£	See above for roles and impact of the Young Leaders in 2022-2023. Moving forward, Young Leaders to be more involved in reporting, displays, sports photography etc. Evidence: meeting minutes, reports, celebrations	Ensure Year 4/5 children are co-opted into the group to provide sustainability and continuation within the group year on year SLT to consider ways to provide the group with meaningful opportunities for influencing and decision making within the whole school Provide a suitable platform for the voice of the children to be heard and taken seriously
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> 	£	£	Children have been celebrated for sporting achievements both in and out of school, as well as experiences such as visiting Women's Football competitions. They have been celebrated as part of IAspire school assemblies, special Sports Day assemblies, and within class. Children have received certificates, medals, shared trophies and belts from home, appear in school newsletters and Hall of Fame displays within school. Evidence: newsletters, blogs, social media, photos, assemblies	Regularly update noticeboards and social media platforms Engage children to contribute to school newsletters and/or managing the noticeboards

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 2022/2023?
Offer a diverse and needs led extra-curricular programme	Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable <ul style="list-style-type: none"> <i>Review success and attendance of opportunities in the previous academic year</i> 	£	£	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.	Evaluate attendance at each club and adjust offer accordingly Use child voice to influence and engage specific cohorts of young people

	<ul style="list-style-type: none"> Allow children to have a voice and influence what is offered Explore and evaluate the costs and benefits of using external providers Thoroughly check for appropriate qualifications and experience before deploying external providers <p>Explore internal opportunities to provide training to upskill staff to lead on clubs</p>			<p>51 children attended at least 1 term of Hotshots Basketball, most of these attended multiple teams.</p> <p>10 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>	
Develop meaningful links to local sports clubs to develop pathways for children to move from school to community	<p>Acquire knowledge about local community sports providers</p> <ul style="list-style-type: none"> Consider links to clubs where the sport is either popular within school or attendance at clubs is high Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards <p>Consider how the relationship can be reciprocal</p>	£	£	<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>Evidence: School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</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>
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"> Identify a cohort of children who meet the outlined criteria Identify a member of staff to support and accompany the children <p>Celebrate the achievements of these children within school and with their families</p>	£ (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. Children reported feeling much more confidence and with self-esteem boosted after trying things and persevering that they would not normally do.</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>

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 <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2022/2023?</i>
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)	£	7 children with SEN have taken part in inter-school activities. A team returned with a medal and this had a significant positive impact on their wellbeing and self-esteem. 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"> • <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>	£	£	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>	£	£	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	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant – consider accessing NSport resources</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> <p><i>Consider how these competitions could be linked to whole school house systems</i></p>	£	£	<p>KS2 have taken part in intra school activities based on the Quadkids format which has been the basis of our sports days.</p> <p>Year 2 have taken part in intra school Archery, Benchball and Quadkids activities.</p> <p>Young Leaders have supported these events.</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"> • <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> <p><i>Consider how school representatives are rewarded for the achievements</i></p>	£ (Incl. in Enhanced Membership)	£	<p>Children attended events in:</p> <p>Athletics – Fun Run Boccia Sports Hall Athletics Kurling Archery Hockey Tennis Tri-Golf Quadkids Athletics Cricket</p> <p>142 Children represented the school in these events and had positive experiences. We had some outstanding results including participation certificates and medalling in 2 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>

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> 	£ (Incl. in Enhanced Membership)	£	<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>40 KS2 Children attended Game Focused Multiskills events over the year, such as Net/Wall, Invasion, etc.</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 lower KS2 children with high quality experiences in a range of sports and activities in an informal setting	<p>Access termly School Sport Partnership or Cluster Year 3/4 Festivals</p> <ul style="list-style-type: none"> <i>Select children who need the opportunity to have a positive experience of school sport and /or need to be rewarded for their efforts in PE and /or extra-curricular clubs</i> <p><i>Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day</i></p>	£ (Incl. in Enhanced Membership)	£	<p>Year 3 Opportunities this year include: Invasion Games Festival, Sports Hall Athletics, Boccia, Archery, Hockey, Quadkids, OAA and Invasion Festivals.</p> <p>Year 4 opportunities this year include: Fun Run, Sports Hall Athletics, Net/Wall Games Festival, Hockey, Multiskills Festival, Tennis, Quadkids, and Change 4 Life Club.</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	£3000	£4632	<p>Transport Provided for all Multiskills, competitive, and Training events all year.</p> <p>Evidence: competition registrations</p>	To ensure a similar amount is allocated for competitions next year

Accountability

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

Document completed by:	Joe Reed, PE and School Sport Co-Ordinator	Date:	6.7.23
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How to use & not use the funding

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

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

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

Sustainable improvement

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

Active mile

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

What your funding should not be used for

You should not use your funding to:

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

Capital expenditure

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

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

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

Accountability

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

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

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

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

Online reporting

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

Online reporting must clearly show:

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

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

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

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

Review of online reports

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

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

Payment dates for 2022 to 2023

Maintained schools, including PRUs and general hospitals

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

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

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

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

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

Academies, free schools and CTCs

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

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

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

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

Non-maintained special schools

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

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