

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

Weston Favell CofE Primary School

HEAD TEACHER

Mrs Jill Ramshaw

PE COORDINATOR

Jude Stone



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

At Weston Favell Primary School our pupil's access high quality PE and Sports which promote the benefits of exercise both mentally and physically whilst encouraging a healthy lifestyle.

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	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	
2. Profile of PE and sport is raised across the school as a tool for whole-school improvement	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	
3. Increase confidence and skills of staff in teaching PE and Sport	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	
4. Broader experience of a range of sports and activities offered to all pupils	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	
5. Increased participation in competitive sport	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	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	Data unavailable	This data is for Year 4 pupils in 2018/2019 73.33%	Data unavailable due to Covid Restrictions in Spring 2020 Swimming lessons were unable to take place.	No swimming has taken place due to the Covid pandemic	70%
Use a range of strokes effectively; front crawl, backstroke and breaststroke	Data unavailable	From available data 52%	As above		65%
Perform safe self-rescue in different water-based situations	Data unavailable	Data unavailable	As above		No data

<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>	Data unavailable	No Funding Spent on additional top up swimming.	Additional top up Swimming lessons were planned for Spring 2020 however, these were cancelled due to a National Lockdown	No (Covid 19)	Yes, Years 4,5 and 6 attended swimming.
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<p>2020/2021 Underspend ✓ Section below must be completed for any 2020/2021 funding being carried forward ✓ Must be spent by 31st July 2022</p>		SUB TOTAL	£6,649
<p>2021/2022 Funding ✓ Must be allocated and spent by 31st July 2021</p>	£16,000 + £10 per pupil (Year 1 – Year 6)	SUB TOTAL	£19,560
GRAND TOTAL			£26,209

Key outcome indicator 1: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	46%	Actual expenditure: % of total allocation:	64%
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:	19%	Actual expenditure: % of total allocation:	19%
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	1%	Actual expenditure: % of total allocation:	1%
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	13%	Actual expenditure: % of total allocation:	13%
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	1%	Actual expenditure: % of total allocation:	1%

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

To fill in gaps of inactivity during the Covid pandemic	To develop more opportunities for children to become active during break and lunchtimes	£2600	£2662	All children have opportunities to become active: table tennis, football, hockey, tennis	To develop the skills for lunchtime supervisors to lead and run more activities during lunchtime.
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Key outcome indicator 1: Engagement of all pupils in regular physical activity

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i>
Have tailored opportunities that attract children who are least active and/or those who have been most affected by Covid-19 to participate in regular physical activity	Plan a multiskill approached physical activity programme for an identified cohort of children. <ul style="list-style-type: none"> • Programme to start in Spring Term • Delivered during curriculum time by an appropriate member of staff • Explore resources to support with the delivery of the programme – C4L 12 week scheme of work 	£1,800	£1,800	100% of Year 3 and 4 children were involved. All children reported enjoyment of the sessions. 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 new ways of delivering aspects of the curriculum in a more physically active way 	£10,000	£14,861	Evidence: A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables	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 and quantity of physical activity time within the curriculum
Ensure all children receive consistently high-quality curriculum PE lessons which allows each	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 	£260 (Teacher CPD costs outlined in section 3)	£260	All children received 2 hours of high-quality PE each week with the teaching focus being personal challenge for all.	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

child to develop a good physical literacy	<ul style="list-style-type: none"> • <i>Provide opportunities for all children to 'learn to lead'</i> 				<p>to make it enjoyable, differentiated and progressive</p> <p>Good practice is shared in department and whole school meetings</p> <p>Schemes of work are well written and shared with all staff</p>
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Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2021/2022?
Continue to be a Northampton SSP Enhanced School	<p>Ensure opportunities are added to the school diary at the earliest opportunity</p> <p><i>Regularly engage with the Cluster SSCO; SSCO will provide 1-2-1 support to schools, deliver the cluster aspect of the programme such as Multisport Festivals and support school and will support the delivery, embedding and review of the real Leaders programme</i></p>	£2800	£2,800	<p>Attendance is high across all SSP competitions and festivals</p> <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>
Achieve Gold School Games Mark Award	<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> 	£0	£0	<p>Evidence of the requirements seen in photos, pupil voice and reports</p>	<p>Raise awareness of the tool and report in whole school meetings</p> <p>Ensure SLT are clear on the report outcomes are supportive of areas to be developed</p> <p>Celebrate success and improvements with staff and the wider community</p>
Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce	<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> • <i>Access the training offered by the Enhanced Programme</i> 	(Incl. in Enhanced Membership)		<p>Core training – 15 children attended a 1-day real leaders training event delivered by Northampton SSP. Staff supported the leaders throughout the day to upskill themselves to enable them to better support the leaders back in the school setting.</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>

	<ul style="list-style-type: none"> Consider how the leaders can continued to be motivated and continue to develop teamwork and their ideas 10 young leaders to access the Leadership Conference to gain further understanding of how the develop as a leader and implement these ideas on a practical level. 			<p>Year 5 Leaders – 15 children have been deployed on a week basis to support the delivery of lunchtime activities.</p> <p>Year 6 Leaders – 11 children have been deployed to work alongside new leaders to support them in their delivery of lunchtime activities to increase the opportunities for young people to accesses more physical activity.</p> <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 things PE, school sport and physical activity	<p>Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school</p> <ul style="list-style-type: none"> How young leaders will be recruited fairly How the meetings will be structured and items to be discussed – can there be a 2-way process with the main school council? 	£2000	£2000	<p>Opportunities for children to lead games and sport on the playground. Also, to lead KS1 Sports Days</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	<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 to publicly share success from within and outside of school – noticeboard needs to be relocated and utilised more effectively 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 	£300	£368	<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
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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 2021/2022?</i>
All staff to deliver high quality PE teaching and learning for all children	School to invest in a new scheme of work to support staff to confidently deliver consistently high-quality PE lessons. <ul style="list-style-type: none"> • Purchase Val Sabin Scheme of Work • PEC to provide support to all staff to embed the new methods of delivery and ensure staff feel confident and understand the speed of progress • Unsure staff understand the need to invest in PE and whole school impact high-quality PE can provide. 	£0 £400	£0 £420	Val Sabin Scheme of work has been purchased Medium and long-term planning has commenced to ensure that staff understand the expected levels of progress Evidence: curriculum planning, timetables, lesson observations, children's' feedback, children's academic progress	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
Understand the local, regional and national PE, school sport and physical activity landscape	Use a variety of platforms to keep up to date with changes to the sporting landscape and seek to engage in opportunities that could benefit staff and children <ul style="list-style-type: none"> • Regularly access School Games dashboard for national updates • Read and action information shared in the half termly new brief issued by Northampton SS • Know of other organisation available to support schools to develop PE, school sport and physical activity 	£0	£0	Evidence: photos, observations, training opportunities	Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities Share important messages with all staff

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 <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	Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable <ul style="list-style-type: none"> • Review success and attendance of opportunities in the previous academic year 	£2,800	£2,800	60% children accessed an extra-curricular club for at least 6 weeks 2 children qualified to represent the district at the County Cross Country Championships	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 • Explore internal opportunities to provide training to upskill staff to lead on clubs 			<p>after their outstanding performances at the partnership event.</p> <p>Children have transitioned from the school netball club to a community club</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 • Consider how the relationship can be reciprocal <p>Continue to work with Northampton Lawn Tennis Club to deliver curriculum and extra-curricular opportunities for all year groups within the school.</p> <p>Access Chance to Shine programme to upskill staff within the sport and provide new or developmental opportunities for children in Year 3/4/5</p>	<p>£600</p> <p>£0</p>	<p>£600</p> <p>£0</p>	<p>Links developed with Northampton Lawn Tennis Club</p> <p>NLTC – well established links to the tennis club for a number of years. See good transition of children from school participation into club sessions.</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 • Celebrate the achievements of these children within school and with their families 	<p>(Incl. in Enhanced Membership)</p>		<p>25% Y6 children benefited from this initiative. They attempted new activities such as rock climbing, den building and orienteering. This supported confidence and social skills.</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	<p>Support children to access an SSP organised Able & Talented Multiskill Academy</p> <ul style="list-style-type: none"> • Staff to nominate children who exhibit higher level learning potential in their 	<p>£</p> <p>(Incl. in Enhanced Membership)</p>	<p>£</p>	<p>The following numbers accessed the Able & Talented Multiskill Academy which supported children with confidence, self-</p>	<p>SSP to support schools to develop relationships and pathways with local community sports clubs</p>

higher level learning opportunities	<p><i>multi-abilities rather than their ability to perform high in just 1 sport</i></p> <ul style="list-style-type: none"> • <i>Staff to track children participation and progress</i> 			<p>belief and motivation to join sports clubs outside school</p> <p>Year 4: 2 children Year 5: 1 child Year 6: 2 children</p> <p>Evidence: Academy reports, attendance registers, photos, parent and child feedback</p>	SSP to support schools to identify particular opportunities for individual children
Provide opportunities for children to explore outdoor activities that require specialist instructors and activities that promote life skill and qualities	<p>Plan and provide opportunities for children to access the following residential trips to allow them to explore new and exciting activities whilst developing a range of interests, social skill and attributes that can be used in other aspects of their life</p> <p>Year 5 – Longtown Year 4 – Ilam Hall Year 2 – Everdon</p>	£150	£150	<p>98% of children attended these residential trips.</p> <p>Children experienced caving, gorge walking, hiking, map reading and use of a compass for the first time.</p>	We plan to include orienteering in our PE offer next academic year

Key outcome indicator 5: Increased participation in competitive 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>
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)	£	<p>The following children with SEND accessed:</p> <p>Intra-School competitions: 60% Inter-School competitions: 100%</p> <p>This impacted on enjoyment and pride of children involved</p> <p>Evidence: photos, teacher observation, team declarations</p>	<p>Incorporate inclusive sports into core curriculum lessons</p> <p>Provide opportunities for children with SEND to undertake leadership training</p>
Host a School Games Day that culminates in a year-round programme of PE and school sport	<p>Plan and deliver a School Games Day that is inclusive of all children</p> <ul style="list-style-type: none"> • <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> 	£150	£150	<p>All children from pre-school to Y6 were involved.</p> <p>Children of all ages and abilities were able to demonstrate skills learnt in PE lessons throughout the year.</p> <p>Children showed enjoyment and support for each other. Community spirit was tangible</p>	<p>Evaluate the success of the event</p> <ul style="list-style-type: none"> • <i>Ease of planning and delivering</i> • <i>Feedback from parents, staff and children</i>

	<ul style="list-style-type: none"> Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised 			<p>between staff, pupils, parents and friends of the school</p> <p>Evidence: photos, event programme, young leader training days</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 Ensure children are adequately prepared for the competitions to ensure a positive competition experience Consider how school representatives are rewarded for the achievements 	<p>£0 (Incl. in Enhanced Membership)</p>	£	<p>Competitions attended were as follows:</p> <p>Autumn Term: KS2 Badminton Year 5/6 Open Football Year 4/5/6 Cross Country Championships KS2 Boccia Year 5/6 Sportshall Athletics Year 3/4 Gymnastics</p> <p>Spring Term: KS2 New Age Kurling</p> <p>Summer Term: Multisports cricket</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>
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"> Consider the team selection and the competition eligibility Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children 	<p>£0 (Incl. in Enhanced Membership)</p>	£	<p>Children accessed sports detailed above</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"> Select children who are unlikely to represent the school in other sports opportunities 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 	<p>£ (Incl. in Enhanced Membership)</p>	£	<p>Multisport Festivals were accessed by all KS2 classes.</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>

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.Ramshaw and J.Stone	Date:	October 2021					
Document updated		Jan 22	March 22	May 22	July 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>