

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

Weston Favell CofE Primary School

HEAD TEACHER

Sarah Heslop

PE COORDINATOR

Jake Bettles

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

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.

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?
<p>1. Increase confidence and skills of staff in teaching PE and Sport</p>	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • Sports Coach employed to deliver 1 PE lesson to each KS2 class. • P.E. Lead supports teachers when delivering their 1-hour session to their class. • Support given to all staff during staff meetings to show how to use the website for the PE curriculum (Get set for PE). • Gymnastic coach led after school sessions for teachers to gain confidence when teaching gymnastics. Focussing on safety and use of equipment. • Opportunities for all staff to observe Sports Coach and PE lead deliver their PE lesson. • Non-contact time used by Sports Coach and PE lead to deliver lessons to various year groups and classroom staff to observe their own class during sessions. • Delivery of PE lessons to Pre-School allowing staff to see outcomes. • Staff confidence and skill level has improved 	<ul style="list-style-type: none"> • Sports coach to continue his role and meet regularly with PE lead and Head Teacher. • Staff meetings will take place, led by the PE lead to ensure all staff are confident with the content and purpose of our PE curriculum. • All staff will be given future opportunities to observe PE Lead and Sports coach during their PE lessons. • Continuous meetings will take place between PE Lead and Sports Coach. • During break times – Sports coach to lead a Pre-School session allowing staff to observe.
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> • Resources used across school. • Key vocabulary used in line with curriculum progression. • Skills and standards show improvement. 	
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • Increased confidence as a subject lead for PE to train and support other staff on the delivery of the PE curriculum. • Improved confidence of staff to plan and deliver high quality weekly PE lessons. ensuring consistency of approach and delivery across the school to aid transition from year to year. 	
<p>2. Engagement of all pupils in regular physical activity</p>	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • All children have 2 hours of protected PE time each week. • During lunch time and break time, Young Leaders lead different Physical Activities allowing opportunities for all children to be physically active for 30 – 45 minutes. • Promotion of Walk to School week and World Cup events. 	<ul style="list-style-type: none"> • Continuation of 2 hours protected PE time. • Active breaks to be continued from the beginning of the academic year, using Young Leaders and their training.

	<ul style="list-style-type: none"> • Use of Active Blasts – a 5-minute activity from Get Set for PE. <p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> • PE provision provided two hours a week per year group. • Pupils using the Get Set for PE vocabulary. • Staff are more confident in using the planning and resources for Get Set for PE. <p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • Each term, Sports Stars are awarded for each class, focusing on sporting behaviours and attitudes. • PE has maintained it's status both in school and at home through regular newsletter communications. 	<ul style="list-style-type: none"> • The current young leaders will continue with their roles from the beginning of the academic year and then 30 new year 5 young leaders will be trained. • More accessibility for extra-curricular physical clubs.
<p>3. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • Weekly Newsletter has PE ideas and activities to do at home with information on upcoming events. • Sports leaders assisting in the organisation of clubs and Sports days. • Increased participation of vulnerable children in extra - curricular clubs and lunch time activities • Average of 250 pupils signed up for after school sports clubs. • Children receive two hours of PE each week. In KS2, one of these lessons is led by a PE specialist. <p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> • A more inclusive system has been implemented this year to allow equal opportunity for all when accessing after school clubs. • Staff confidence increased with each training session. <p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • Competitions are well attended. • Increased staff confidence in using Get Set for PE resources. 	<ul style="list-style-type: none"> • Continuation of physically active home learning ideas through the weekly school newsletter. • Reflect on Sports Day with the Young Leaders and adapt for future years. • Monitoring system put in place to address children not attending sports clubs throughout the year. • Analyse data from sports clubs and swimming to allowing future amendments.
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • Whole school project around the world cup. Each child was given a country to follow and research. Children were given opportunities to meet up with other year groups and share their findings. All classes were given grids to complete and show the progression of their team throughout the event. 	<ul style="list-style-type: none"> • Makes links to future worldwide sporting events – Olympics, women's football and six nations. • Continue to take feedback and introduce new clubs to WFPS.

	<ul style="list-style-type: none"> • New clubs were offered to allow a broader opportunity. • PE display outlining School Games Values, images of new young leaders and certificates displayed. • Regular emails and staff meetings with staff to discuss PE progression and address any issues. • Local clubs advertised through our school communication system. 	<ul style="list-style-type: none"> • Increase the number of free clubs and who can attend them. Offering places to specific children first before offering them out to whole school. • Continue a close link with Sports Coach and staff to develop PE across the school. • Schools' newsletter will continue to have its own PE section with local club exposure included.
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> • Pupils accessed a wider range of clubs 	
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • Children's confidence levels in a wider range of clubs improving 	
<p>5. Increased participation in competitive sport</p>	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • Entry into multiple events across the year, ranging from year 2-6. Events were organised through Northamptonshire Sport and our link as an enhanced school. • Tracking document set up to track participation and make sure a variety of children were given the opportunity to attend these events. • Non-negotiable termly inter house competitions run for all KS2 classes to be inclusive for all children. 	<ul style="list-style-type: none"> • Enter as many out of school competitions as possible for 2023- 2024 but ensure we are able to prepare the children for them adequately. • Update the tracking document for 2023-2024 to monitor participation for the upcoming year. • Clear communication with staff by PE coordinator to ensure the termly inter-house competitions continue to take place.
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> • PE lead prepared and organised pupils to participate in Northamptonshire School Games Inter-School Competitions to include: Kurling, Quadkids, cross country, girls football, open football, athletics, cricket, School Games multiskills • PE lead provide opportunities through PE lessons for approximately 240 children in KS2 to access intra-school games competitions 	
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • All children who had access to the competitions had the experience of the competitive nature of each sport in broadening, developing and performance levels 	

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	73% (Y4 pupils only)	Data unavailable due to Covid restrictions	No swimming took place due to Covid restrictions	70%	83.3% 50/60 Year 6
Use a range of strokes effectively; front crawl, backstroke and breaststroke				65%	78.3% 48/60 Year 6
Perform safe self-rescue in different water-based situations				No Data	75% 45/60 Year 6
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?				All Year 4,5 and 6 attended swimming.	All Year 4,5 and 6 attended swimming.

PE & Sport Premium: Development Plan

2022/2023 Funding Must be allocated and spent in full by 31 st July 2023		£16,000 + £10 per pupil (Year 1 – Year 6)		SUB TOTAL	
				£19,570	
Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	£6,500	Actual expenditure: % of total allocation:	£6,500	
Key outcome indicator 2: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	£4,700	Actual expenditure: % of total allocation:	£4,700	
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:	£286.56	Actual expenditure: % of total allocation:	£286.56	
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	£5,000	Actual expenditure: % of total allocation:	£5,000	
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	£3,083.44	Actual expenditure: % of total allocation:	£3,083.44	

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	<ul style="list-style-type: none"> Monitoring of all PE lessons across school Staff to identify areas of training (March 23) Appropriate internal or external training and/or resources to be identified and sourced provided Investigate a new Scheme of work 	£3,200 (Northamptonshire Sport)	£3200	<p>Training has been provided for staff according to identified need</p> <p>Monitoring shows improvement in standards of learning and teaching in PE</p> <p>Staff report that resources purchased have supported learning and teaching</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> <p>The monitoring cycle continues</p>
Increase PE leaders' awareness of the national landscape in PE to ensure high quality provision	Register with organisations considered experts within the field of PE, school sport and physical activity i.e. School Games, Youth Sport Trust, Sport England, Northamptonshire Sport, AfPE	£3,300	£3,300	<p>We have participated in local events organised by Northamptonshire Sport.</p> <p>We received a visit from an Olympic athlete who inspired children through sharing his life story and providing day full of fitness activities.</p> <p>We held an intra school Danceathon.</p>	<p>Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities</p> <p>Share important messages with all staff</p>

Evidence: photos, observations, training opportunities

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 <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>
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	<p>Plan a multiskill approached physical activity programme for an identified cohort of children.</p> <ul style="list-style-type: none"> • <i>How will children be encouraged & rewarded for participation</i> • <i>Appropriate and committed staff</i> • <i>Deployment of young leaders</i> • <i>When will it be delivered?</i> <p><i>Could it be delivered virtually, and home based?</i></p>	£2000	£2000	<p>All children have participated in 2 hours of physical activity through PE, lunchtime activities and extra-curricular opportunities act. Our school won an award for '60 active minutes' presented by Northamptonshire Sport – this included 30 active minutes daily in school and encouragement of 30 active minutes outside of school.</p> <p>Individual children who were less active previously had a shift in mindset.</p> <p>Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments</p>	<p>Track the transition of children into extra-curricular clubs and provision in the community</p> <p>Upskilling and deployment of staff and young leaders</p> <p>Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities</p>
Review physical activity time and intensity levels across the curriculum timetable	<p>Use the Active School Planner as a tool to visually demonstrate to staff when during the day children are inactive</p> <ul style="list-style-type: none"> • <i>PEC to assist teachers to produce a Heat Map for their class</i> • <i>PEC to review the Heat Map with the class teacher</i> <p><i>PEC and class teacher to consider and embed news ways of delivering aspects of the curriculum in a more physically active way</i></p>	£2000	£2000	<p>The curriculum has been enhanced with our new scheme' Get set for PE'. Monitoring showed increased levels of activity during each session.</p> <p>Break/Lunchtime as well as wrap around care enables all children the opportunity to be physically active for at least 30 minutes per day.</p> <p>Evidence: A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</p>	<p>Staff see the use of a visual tool to enable them to consider and instigate change</p> <p>SLT understand and value the tool and encourage staff to undertake on a termly basis</p> <p>Staff are able to influence resource choices to support their new approach</p> <p>Staff share good practice and resources that have helped to increase the quality and quantity of physical activity time within the curriculum</p>
Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy	<p>Provision for 2 hours of high-quality curriculum PE per week for ALL children</p> <ul style="list-style-type: none"> • <i>Ensure lessons are well structured, differentiated and progressive</i> • <i>Staff CPD (TL/JB) focused on children learning to lead"</i> 	£700	£700	<p>Monitoring through pupil voice, drop-ins, planning shows that PE lessons throughout school of high quality</p> <p>Two-hour long PE lessons are taught weekly-KS2</p>	<p>PE is regarded by all staff as the core curriculum subject it is</p> <p>Staff are motivated and enthused to teach it and have the subject knowledge to make it enjoyable, differentiated and progressive</p>

				<p>Using the new 'Get set for PE' tool we are able to monitor and track the potential of our children.</p> <p>Young Leaders receive high quality training and opportunities to lead every day. This was particularly exemplified at our Sports Days.</p> <p>Evidence: Curriculum timetables, short, medium and long terms planning, photos, Assessment, behaviour, enjoyment</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 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 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?
<p>Continue to be a Northampton SSP Enhanced School</p> <p>All children engage in external sports festivals and internal competitions</p>	<p>Ensure opportunities are added to the school diary at the earliest opportunity</p> <p><i>Regularly engaged with the Cluster SSCo; SSCo will provide 1-2-1 support to schools, deliver the cluster aspect of the programme such as Multisport Festivals and support school and will support the delivery, embedding and review of the real Leaders programme</i></p>	Included in annual payment to Northamptonshire Sport		<p>What has the school gained by being an SSP Enhanced School?</p> <p>We provide 40+ opportunities to take part in varied sporting events across the town. We have specifically identified vulnerable children for participation in these events. TAs had opportunities to experience new skills and demonstrate talents.</p> <p>Evidence: Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events</p>	Internally review and evaluate the school's engagement against the outcomes of the programme – what have been the school's greatest achievements, could these outcomes be gained by other means?
Achieve Platinum 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"> Collect necessary evidence throughout the year <p>Share scheme with all staff and ask for their support to achieve desired award level</p>	£0	£0	<p>We achieved our expectation of becoming a platinum school.</p> <p>Evidence: action plan and necessary evidence associated for the award level</p>	<p>Raise awareness of the tool and report in whole school meetings</p> <p>Ensure SLT are clear on the report outcomes are supportive of areas to be developed</p> <p>Celebrate success and improvements with staff and the wider community</p>

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>	(Incl. in Enhanced Membership)		30 Year 5 children received multiple days training from our Northants SSCO. YLS were deployed each lunchtime to plead games for children on the playground. This resulted in an increase in our active minutes and exposure and enjoyment of new sports. Evidence: photos, deployment plans, observations	Recruit previously training young leaders to take on mentoring roles and responsibilities Consider how higher level leadership training and deployment opportunities can be provided
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 • <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>	Included	£	YLS gained leadership qualities and opportunities to make suggestions/adaptations and problem solve. YLS were physically active role models across school. 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 • <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>	£286.56	£286.56	Sporting achievements are celebrated in our newsletters on a weekly basis. Sports Stars are displayed in the main corridor of school detailing reasons for their award e.g. perseverance, leadership potential. 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 • <i>Review success and attendance of opportunities in the previous academic year</i>	£4000	£4000	150 children from Year 1 to Year 6 accessed an extra-curricular club for at least 6 weeks. 40% girls and 60 % boys accessed these clubs.	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>All clubs were fully subscribed with football taking the most participants due to numbers of staff running the club.</p> <p>Children looked forward to their club session and often asked to practice the skills learnt during lunchtimes</p> <p>Evidence: registers, spreadsheet, 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>	£1000	£1000	<p>We have developed links with our local tennis club due to the locality and we are able to use the tennis courts when teaching our tennis lessons.</p> <p>Evidence: School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</p>	<p>Consider offering free places to vulnerable children.</p> <p>Building links with local girls' football clubs.</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 were involved in a variety of activities to gain confidence and build self-esteem. Children were involved in a range of activities i.e., boxing, climbing, den building</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"> • 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 <p>Staff to track children participation and progress</p>	£ (Incl. in Enhanced Membership)		<p>4 children accessed the G&T sessions run by Northamptonshire Sport during the holidays.</p> <p>One of our children won a prize for showing great potential, leadership and a strong attitude as well as high level ability.</p> <p>Another child has been identified as G&T and has trials for Northampton Town FC</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 2022/2023?	
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)		Intra-School competitions: SEND children are included in all physical activity. Our PE coach has included inclusive sports into the club programme e.g. archery and boccia which has increased confidence amongst this group. Evidence: photos, teacher observation, team declarations	Incorporate inclusive sports into core curriculum lessons Provide opportunities for children with SEND to undertake leadership training	
Host a School Games Day that culminates in a year-round programme of PE and school sport	Plan and deliver a School Games Day that is inclusive of all children <ul style="list-style-type: none"> Design a format to ensure all children are enthused to participate Consider including personal challenges to encourage healthy competition Upskill and deploy a cohort of young leaders <p>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</p>	£283.44	£283.44	Sports Day include a variety of activities which the children had learnt during the curriculum. It was well organised with YLs taking responsibility for leading each activity. A questionnaire was sent out to parents to hear thoughts on the new format Evidence: photos, event programme, young leader training days	<ul style="list-style-type: none"> Next year we will keep the same format but increase the element of competition 	
Provide opportunities for all children to access personal challenge activities	Organise and deliver a series of Personal Challenge opportunities <ul style="list-style-type: none"> Ensure activities are School Games compliant Deploy young leaders and/or staff to facilitate the opportunities <p>Consider how these competitions could be linked to whole school house systems</p>	£2000	£2000	Within PE lessons all children are given opportunities to challenge themselves. 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"> Ensure activities are School Games compliant – consider accessing NSport resources Deploy young leaders and/or staff to facilitate the opportunities <p>Consider how these competitions could be linked to whole school house systems</p>	£800	£800	At least 240 children participated in intra school competitions where they were given the opportunity to compete across their year group. Children showed enthusiasm for the competition and showed positive sporting attitudes. 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> <p><i>Consider how school representatives are rewarded for the achievements</i></p>	<p>(Incl. in Enhanced Membership)</p>		<p>Examples of competitions are: Multisport for years 3-6 Hockey- KS2 Cricket- KS2 Cross Country- KS2 Sportshall athletics- KS2 Athletics KS2 Netball – KS2 Orienteering- KS2 Gymnastics- KS1 and 2 Interschool Festivals included: Young Leader Festival KS2 Multisports Festival- KS2 Invasion Games Festival- KS2 Dodgeball Festival</p> <p>Children were very proud to have represented their school and staff relayed the positive sporting attitude of our children at each competition.</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>Continue to 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> <p><i>Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children</i></p>	<p>(Incl. in Enhanced Membership)</p>		<p>Our PE coach leads practice sessions in the build up towards each competition as shown above.</p> <p>Evidence: participation tracking, photos, competition results, in school opportunities</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	Access Multisport Festivals planned and delivered by Cluster host secondary school <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	£ (Incl. in Enhanced Membership)	£	Over 100 children participated in a festival and participated with confidence and enjoyment. This demonstrated that not all sport has to be competitive, and engagement has increased because of this. Evidence: participation tracker, photos, staff observations, parental feedback	Support children to transition into extra-curricular clubs Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school
Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting	Access termly School Sport Partnership or Cluster Year 3/4 Festivals <ul style="list-style-type: none"> Select children who need the opportunity to have a positive experience of school sport and /or need to be rewarded for their efforts in PE and /or extra-curricular clubs Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day	£ (Incl. in Enhanced Membership)	£	60+ children participated in a festival and participated with confidence and enjoyment. This demonstrated that not all sport has to be competitive, and engagement has increased because of this. Evidence: participation tracker, photos, staff observations, parental feedback	Support children to transition into extra-curricular clubs Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school
Provide access to transport to enable children and staff to access opportunities	Access to transport where required to take children to competitions and events			We have a minibus with up to 10 drivers and we also borrow additional buses from other school should we require more capacity. Our bus has wheelchair access to allow inclusion for all. Evidence: competition registrations	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:	Jake Bettles Sarah Heslop		Date	19 th September				
Document updated	March 2023	July 2023						

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