

2020/2021 PE AND SPORT PREMIUM DEVELOPMENT PLAN

EVIDENCING THE IMPACT & SUSTAINABILITY

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government’s ambitions for a world-class education system.

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.



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| SCHOOL | Rectory Farm Primary School |
| HEAD TEACHER | Sarah Heslop |
| 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 2020 to 2021 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 Rectory Farm we provide our pupils with access to high quality PE and Sport promoting a healthy life style, mental and physical wellbeing, and the importance of exercise.

FUNDING OBJECTIVES

Schools must use the funding to make **additional** and **sustainable** improvements to the quality of the physical education (PE), physical activity and sport they provide. This includes any carried forward funding from the 2019 to 2020 academic year, which must be spent by 31 March 2021.

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

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

KEY OUTCOME INDICATORS: UPDATED 2020/02021

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 2020/2021

| Key priorities to date | Key achievements & Impact | How will these achievements be sustained or further developed in 2021/2022? |
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| 1. Engagement of all pupils in regular physical activity | KEY ACHIEVEMENTS Autumn Term 1 & 2: Engaging all children in 2hrs of PE per Week <ul style="list-style-type: none"> Children engaged in 2 hours of PE per week, delivered by teachers and PE staff. Active breaks were taken/encouraged for all year groups within their own bubble. PE challenges and/or learning platforms were set remotely for children being taught at home. | |
| | Impact on PARTICIPATION Autumn Term 1 & 2 All KS2 children (approx. 120) were provided with PE provision remotely or in school The provision of structured physical activity has enabled children to: <ul style="list-style-type: none"> Engage in physical activity independently through remote learning. Continue with PE during school and remotely to maintain fitness and promote a healthy lifestyle to children. | |
| | Impact on ATTAINMENT | |
| 2. Profile of PE and sport is raised across the school as a tool for whole-school improvement | Key ACHIEVEMENTS Autumn Term 1 & 2 <ul style="list-style-type: none"> PE has continued to be taught by staff despite the COVID restrictions in place which has enabled the children access to high quality Physical Activity. 2 hours per week – PE lesson have been sustained in a fairly normal capacity School Games Mark Framework – 2020-2021 review 1 completed | |
| | Impact on PARTICIPATION Autumn Term 1 & 2 <ul style="list-style-type: none"> Remote learners have been directed to online learning and activity platforms | |
| | Impact on ATTAINMENT | |
| 3. Increase confidence and skills of staff in teaching PE and Sport | Key ACHIEVEMENTS Autumn Term 1 & 2 <ul style="list-style-type: none"> Staff have been sign posted to the schemes of PE available which facilitates them to deliver well balanced, challenging physical activity. Due to restrictions, we have been unable to provide CPD opportunities for teachers however, within school the PE Lead is always available to upskill and guide staff. | |
| | Impact on PARTICIPATION Autumn Term 1 & 2 <ul style="list-style-type: none"> All of our children have had access to high quality PE throughout the school and also remotely by using virtual challenges online. | |
| | Impact on ATTAINMENT | |
| 4. Broader experience of a range of sports and activities offered to all pupils | Key ACHIEVEMENTS Autumn 1 and 2: <ul style="list-style-type: none"> Badminton Afterschool Club for Y3/4 bubble and Y5/6 bubble | |
| | Impact on PARTICIPATION Autumn Term 1 & 2 <ul style="list-style-type: none"> Children have been able to access extra-curricular clubs under COVID restrictions providing additional physical activities. Approx. 60 children have accessed extra-curricular clubs; Badminton and Multi-skills | |
| | Impact on ATTAINMENT | |
| 5. Increased participation in competitive sport | Key ACHIEVEMENTS Autumn Term 1 & 2 <ul style="list-style-type: none"> Staff delivered and organised children to take part in virtual personal challenges during PE lessons or remotely – via Northamptonshire Sport | |
| | Impact on PARTICIPATION Autumn Term 1 & 2 <ul style="list-style-type: none"> All KS2 children engaged with and accessed the virtual intra school competition framework offered by Northamptonshire Sport | |

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| | Impact on ATTAINMENT | |
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EVIDENCING THE IMPACT: THE IMPACT OF COVID-19 ON THE PROVISION OF PE, SCHOOL SPORT & PHYSICAL ACTIVITY

| | What has been the impact of Covid-19 on the provision of PE, School Sport and Physical activity within your school? | How have you utilised your PE & Sport Premium funding to overcome some of these challenges? |
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| Term 1 September to December 2020 | <ul style="list-style-type: none"> We have continued to provide 2hrs of high-quality PE per week for all children We managed to run an after-school badminton club on 3 evenings for Y3/4 bubble and Y5/6. We have been unable to deploy specialist coaching due to social distancing and lock down regulations, however, we will look forward to developing this over the next 2 terms restrictions allowing. Children have been taking active breaks in year bubbles with their own bag of resources. Swimming has not yet taken place We are currently unable to provide provision for our Active and Eco Club however, restrictions permitting these will resume in later terms. Young Leaders have not yet been trained but, this is planned for term two or 3 depending on restrictions. | |
| Term 2 January – March 2021 | | |
| Term 3 April – July 2021 | | |

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 |
| Swim competently, confidently and proficiently over a distance of at least 25 metres | 82% | 73% | na | No swimming has taken place due to COVID pandemic |
| Use a range of strokes effectively; front crawl, backstroke and breaststroke | Front Crawl only | Front Crawl only | na | No swimming has taken place due to COVID pandemic |
| Perform safe self-rescue in different water-based situations | 0% | 0% | na | No swimming has taken place due to COVID pandemic |
| 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? | Yes | Yes | No- due to COVID pandemic | No –due to COVID pandemic |

Commented [NL1]: The rest of the table needs populating – it is a legal requirement that schools publish their Year 6 Swimming data on annual basis – the PE & Sport Premium plan is a suitable place to publish this information

PE & SCHOOL SPORT DEVELOPMENT PLAN

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| 2019/2020 Underspend ✓ Section below must be completed any 2019/2020 funding is being carried forward ✓ Must be spent by 31 st March 2021 | | SUB TOTAL | £312 |
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| 2020/2021 Funding ✓ Must be allocated and spent by 31 st July 2021 | | £16,000 + £10 per pupil (Year 1 – Year 6) | | SUB TOTAL | £17720 |
| | | | | GRAND TOTAL | £18032 |
| 2019/2020 Underspend: Spent by March 31 st 2021 | | Planned Expenditure: % of total allocation: | £312 | Actual expenditure: % of total allocation: | |
| Key outcome indicator 1: Engagement of all pupils in regular physical activity | | Planned Expenditure: % of total allocation: | £10682 | Actual expenditure: % of total allocation: | |
| Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement | | Planned Expenditure: % of total allocation: | £3650 | Actual expenditure: % of total allocation: | |
| Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | Planned Expenditure: % of total allocation: | £0 (incl. in Sports Enhanced Membership) | Actual expenditure: % of total allocation: | |
| Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils | | Planned Expenditure: % of total allocation: | £0 (incl. in Sports Enhanced Membership) | Actual expenditure: % of total allocation: | |
| Key outcome indicator 5: Increased participation in competitive sport | | Planned Expenditure: % of total allocation: | £2800 | Actual expenditure: % of total allocation: | |

| 2019/2020 Underspend: Use this section to detail how any underspend from 2019/2020 will be spent during the academic year 2020/2021 <i>It is a requirement, as a result of the Department of Education relaxing the ring-fencing arrangements due to Covid-19, that schools must declare any underspend they are carrying forward from the academic year 2019/2020. Any underspend MUST be spent in full by March 2021</i> | | | | | |
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| 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> |
| PE Resources – small playground equipment | Refresh of resources | £312 | £312 | All pupils will benefit from additional playground resources for lunchtime and breaks. | Ongoing refresh of resources within pupil premium and school budget share – budgeted additional spend of £500 from Sports Funding in 20-21 allocation. |

Commented [NL2]: Use this section only to detail any 2019/2020 underspend and how the underspend will be spent by the 31st March 2021

| Key outcome indicator 1: Engagement of all pupils in regular physical activity | | | | | |
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| 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. Things to consider <ul style="list-style-type: none">How will children be encouraged & rewarded for participationAppropriate and committed staffDeployment of young leadersWhen will it be deliveredCould it be delivered virtually and home based? | £1000 | £ | How many children have accessed the programme over the term/academic year? What impact has the programme had on the children’s health & well-being, attendance, attainment? Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments | Track the transition of children into extra-curricular clubs and provision in the community Upskilling and deployment of staff and young leaders Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities |
| Review physical activity time and intensity levels across the curriculum timetable | Use the Active School Planner as a tool to visually demonstrate to staff when during the day children are inactive <ul style="list-style-type: none">PEC to assist teachers to produce a Heat Map for their classPEC to review the Heat Map with the class teacherPEC and class teacher to consider and embed news ways of delivering aspects of the curriculum in a more physically active way | £ | £ | What did the 1 st phase Heat Maps look like? What did the 2 nd phase Heat Maps look like? Did the teacher change anything to increase the amount of time the children were active within the curriculum? Can the school demonstrate that every child is offered/accessing 30 active minutes each day? 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 |

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| 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 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’ | £9682 (Teacher CPD costs outlined in section 3) | £ | How many hours of curriculum PE is each year group receiving? How do you ensure that every child is reaching their PE potential? How do children learn to lead within PE lessons? What impact do these leadership skills have on the child and their contribution to whole school? 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 |
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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 | | | | | |
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| INTENT | IMPLEMENTATION | | | IMPACT | |
| Objective/intended impact <i>What do you want to achieve?</i> | Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i> | Planned funding | Actual funding | Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i> | Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i> |
| Continue to be a Northampton SSP Enhanced School | Ensure opportunities are added to the school diary at the earliest opportunity 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 | £3150 | £3150 | What has the school gained by being an SSP Enhanced School? Which groups of children/adults within your school have benefited the most? Evidence: Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events | Internally review and evaluate the schools engagement against the outcomes of the programme – what have been the schools greatest achievements, could these outcomes be gained by other means? |
| Engage in the School Games Mark Framework self-review tool | Use the national online tool to review and reflect on our recovery curriculum and ensure that we maximise our engagement in the School Games <ul style="list-style-type: none">• Autumn Term 2: Reflect on current provision via online tool and then share report with SSCO & SSM• Consider the Action Plan and identify staff and resources and act upon the actions• Summer Term: Review and reflect on provision and outcomes achieved from the action plan | £ | £ | Autumn Term 2: What did the report highlight – what were the focus areas? Report was completed in Spring Term 1 and has been reviewed Summer Term: What things were actioned as a consequence of the review and report? Evidence: report, action plan, registers, photos, meeting minutes | 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 <ul style="list-style-type: none">• Use the real Leaders Action Plan to support in the planning and implementation of the training | £0 (Incl. in Enhanced Membership) £500 (Resources) | £ | How many young people have accessed core leadership training? What roles were the young leaders deployed to undertake? What impact did they have on whole school? What has this training given the young leaders? 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 <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? | £ | £ | What were the main objectives for the group? What did the group action, influence or change? What impact did this group of children have on the whole 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 <ul style="list-style-type: none">• Use a noticeboard and/or school digital system to publicly share success from within and outside of school• Use social media to highlight school sport success and progress within PE• Consider how the School Games Values or school values could be used to reward behaviours | £ | £ | What has been celebrated? How has it been celebrated? How have children be rewarded and recognised for their efforts and achievements? 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 |

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| Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | |
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| INTENT | IMPLEMENTATION | | | IMPACT | |
| Objective/intended impact <i>What do you want to achieve?</i> | Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i> | Planned funding | Actual funding | Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i> | Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i> |
| All staff to deliver high quality PE teaching and learning for all children | Undertake a training needs analysis of all staff <ul style="list-style-type: none"> Staff to identify areas of training Appropriate internal or external training and/or resources to be identified and sourced Book 1 member of staff onto the AfPE safer practice in PE, school sport and physical activity workshop | £ £0 (Incl. in Enhanced Membership) | £ | What training opportunities were accessed by staff? What resources were obtained? How have training and/or resources contributed to improved PE provision? 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"> 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 | £ | £ | What local, regional or national events or campaigns have the school engaged in? Who have these opportunities benefited the most? What is the lasting legacy of the children/ staffs engagement in these opportunities? 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 | | | | | |
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| INTENT | IMPLEMENTATION | | | IMPACT | |
| Objective/intended impact <i>What do you want to achieve?</i> | Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i> | Planned funding | Actual funding | Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i> | Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i> |
| Offer a diverse and needs led extra-curricular programme | 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 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 | £ | £ | How many children accessed an extra-curricular club for at least 6 weeks (half a term)? What were the percentages of girls and boys, and years groups represented within the clubs? Which clubs were the most popular? How did the children benefit from this provision? Evidence: registers, photos | Evaluate attendance at each club and adjust offer accordingly Use child voice to influence and engage specific cohorts of young people |
| Develop meaningful links to local sports clubs to develop pathways for children to move from school to community | Acquire knowledge about local community sports providers <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 | £ | £ | What clubs have you developed links with? Why were these links chosen? How have children and/or staff benefited from the partnership? | Use qualified and experienced coaches to upskill school staff to extend opportunities within school for a desired sport Work with a couple of different sports each year to provide a focussed and concentrated approach |

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| | | | | Evidence: School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry | |
| 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 | Access the Partnership's Student Aspiration Squad project <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 | £ (Incl. in Enhanced Membership) | £ | <p>How many children were involved?</p> <p>What did the project involve?</p> <p>What did the children achieve/again from being involved in the project?</p> <p>How did/will the activities support them to develop confidence, self-esteem, 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 higher level learning opportunities | Support children to access an SSP organised Able & Talented Multiskill Academy <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 Staff to track children participation and progress | £ (Incl. in Enhanced Membership) | £ | <p>How many children accessed the Able & Talented Multiskill Academy?</p> <p>What impact has the opportunity had on the child (ren)?</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 | | | | | |
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| 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>How many children with SEND accessed Intra-School competitions: Inter-School competitions:</p> <p>What impact did their participation in a competition have on them?</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 | Plan and deliver a School Games Day that is inclusive of all children <ul style="list-style-type: none"> Design a format to ensure all children are enthused to participate Consider including personal challenges to encourage healthy competition Upskill and deploy a cohort of young leaders Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised | £ | £ | <p>How many children participated in the School Games Day?</p> <p>How did the School Games Day conclude a year-round programme of PE and school sport?</p> <p>What does this day mean to the children?</p> <p>How do you ensure the event is inclusive?</p> <p>Evidence: photos, event programme, young leader training days</p> | <p>Evaluate the success of the event</p> <ul style="list-style-type: none"> Ease of planning and delivering Feedback from parents, staff and children |
| 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 Consider how these competition could be linked to whole school house systems | £ | £ | <p>How many children participated?</p> <p>How and when did you provide the opportunities?</p> <p>How did the opportunity to compete against themselves help those children least engaged in physical activity, impact them in PE lessons and in other aspects of their learning?</p> <p>Evidence: photos, qualitative data, lesson observations</p> | <p>Review the delivery of Personal Challenge activities – 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 personal challenge activities</p> |
| 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>How many children participated in at least one Intra-School competition?</p> <p>What did the experience give to the children?</p> | <p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future</p> |

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| | <ul style="list-style-type: none">Consider how these competitions could be linked to whole school house systems | | | How has intra-school competition supported whole school cohesion and raising the profile of it across the school? Evidence: photos, young leaders deployed, observations, social media, newsletters | Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities |
| Provide opportunities for broad range of children to access Inter-School Competitions | Access School Sport Partnership or Cluster organised Inter-School competitions <ul style="list-style-type: none">Ensure activities are School Games compliantConsider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of childrenEnsure children are adequately prepared for the competitions to ensure a positive competition experienceConsider how school representatives are rewarded for the achievements | £ (Incl. in Enhanced Membership) | £ | What competitions did you attend? How many different children represented the school? How did the children deal with success and failure? How did the experience contribute to other aspects of the children’s learning and social development? Evidence: Team Declaration Forms, photos, teacher observations | Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals Upskill young leaders to support practice sessions and team management roles and responsibilities at the competitions |
| Provide opportunities for children to adequately prepare for Inter-School competitions | Access pre-Inter School Games competition practice sessions <ul style="list-style-type: none">Consider the team selection and the competition eligibilityStaff accompanying the children will be going to be upskilled to enable them to continue the activities back in schoolConsider how the practice sessions can continue in the lead up to the competition and/or be shared with more children | £ (Incl. in Enhanced Membership) | £ | How many different children accessed these opportunities? How effective were the pre-Inter School competition practice sessions? Did staff gain further knowledge, skills and ideas from attending? Evidence: participation tracking, photos, competition results, in school opportunities | 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 Upskill staff to ensure practice sessions are of a high quality teaching the children accurate skill development and the rules |
| 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 opportunitiesSelect 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) | £ | How many children participated in a festival? How did the children generally feel about the opportunity to attend the event? What impact did the experience have on the children? How do you think this opportunity could inspire and enthuse them? Evidence: participation tracker, photos, staff observations, parental feedback | Support children to transition into extra-curricular clubs Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school |
| Provide 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 clubsConsider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day | £ (Incl. in Enhanced Membership) | £ | How many children participated in a festival? How did the children generally feel about the opportunity to attend the event? What impact did the experience have on the children? How do you think this opportunity could inspire and enthuse them? Evidence: participation tracker, photos, staff observations, parental feedback | Support children to transition into extra-curricular clubs Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school |
| Provide access to transport to enable children and staff to access opportunities | Access to transport where required to take children to competitions and events | £2800 | £ | Consider the cost of the transport against the impact the opportunities have on the children and whole school? Evidence: competition registrations | To ensure a similar amount is allocated for competitions next year |

Accountability

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

| | | | |
|------------------|------------|-------|------------|
| Completed by: | Judy Stone | Date: | March 2021 |
| Document updated | | | |

Department for Education guidance on how to use the Primary PE and Sport Premium – updated October 2020

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation, and is central to meeting the government’s ambitions for a world-class education system.

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 Activity Action Plan set out government’s commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day, with a recommendation of 30 minutes of this 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 aim, providing primary schools with £320m 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. The PE and Sport Premium survey highlighted the significant impact which PE and Sport has had in many primary schools across England.

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

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.

Schools 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.

Ofsted inspections

Ofsted’s new [Inspection Framework](#), which came into effect from September 2019, gives greater recognition to schools’ work to support the personal development of pupils, such as the opportunities they have to learn about eating healthily and maintaining an active lifestyle. Inspectors will expect to see schools delivering a broad, ambitious education, including opportunities to be active during the school day and through extra-curricular activities. Schools should consider how they use their PE and Sport Premium to support this.

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 2021 at the latest**. If you have any carried forward funding from academic year 2019 to 2020 you should show separately how this funding has been spent and confirm that it has been spent before 31 March 2021.

Online reporting must include:

- 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

Schools' online reporting is monitored through an annual sample of schools. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on PE and sport premium funding and swimming attainment. The results are then shared with DfE and help to ensure that Active Partnerships can offer schools in their local area the most relevant support.

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 30 October 2020
- 5/12 of your funding allocation on 30 April 2021

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 2 November 2020
- 5/12 of your funding allocation on 4 May 2021

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 2 November 2020
- 5/12 of your funding with the first payment you have scheduled with us after 4 May 2021

Useful websites

PE and sport Premium: guidance document

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2020-to-2021>

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>