



# 2023/2024 PE AND SPORT PREMIUM DEVELOPMENT PLAN

## *EVIDENCING THE IMPACT & SUSTAINABILITY*

Physical activity has numerous benefits for children and young people’s physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The school sport and activity action plan sets out the government’s commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day. It recommends 30 minutes of this is delivered during the school day (in line with the Chief Medical Officer guidelines which recommend an average of at least 60 minutes per day across the week).

The PE and sport premium can help primary schools to achieve this commitment, providing primary schools with £320 million of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools, so they have the flexibility to use it in the way that works best for their pupils.

**SCHOOL** **Barton Seagrave Primary School**

**HEAD TEACHER** **Mr Krzanicki**

**PE COORDINATOR** **Mrs Hill**



## 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 2023 to 2024 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

Barton Seagrave Primary School has long recognised the contribution of PE to the health and wellbeing of its children. We also acknowledge that a broad, balanced, high quality curriculum and extra-curricular activities have a positive impact on concentration, attitude and achievement.

Our school is committed to ensure that all pupils receive high quality PE, delivered by well trained and enthusiastic teachers. Due to the sports funding provided by the government we are rolling out a programme to continue to develop a sustainable improvement in teacher confidence and a new curriculum based on developing children's physical literacy skills. Regular staff training opportunities are being provided for teachers and TAs to keep them abreast of new initiatives.

We run a variety of whole school sporting events every year including competitive races for KS1 and KS2.

Staff provide a wide range of after school sports clubs, both for team and individual sports. Barton Seagrave Primary School has an unrivalled record in local sports competitions and events in Northamptonshire and has regularly reached county finals. This could not have been achieved without the support and commitment of parents which is very much appreciated.

## 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 2022 to 2023 academic year, which must be spent by 31<sup>st</sup> July 2024.

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 2024/2025

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 2023/2024

| Key priorities to date   | Key achievements & Impact  | How will these achievements be sustained or further developed in 2024/2025?  |
|--|--|--|
| <p><b>1. Engagement of all pupils in regular physical activity</b></p>             | <p><b>Key ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>All pupils consistently taking part in two weekly timetabled PE lessons across the school, and ensuring all pupils are engaged in physical activity.</li> <li>A range of extra-curricular clubs/activities on offer before school, during lunchtime and after school to a large number of pupils across the school increasing their levels of physical activity.</li> <li>Sports teacher leads sensory circuits everyday to promote physical literacy to children.</li> <li>A greater range of sports equipment purchased to facilitate participation in a greater range of extracurricular activities both within and outside PE lessons; this has, in turn, encouraged greater number of pupils to take part in physical activity outside of their twice-weekly PE lessons</li> <li>A wide range of play equipment purchased, which has encouraged more pupils to be active at break times</li> <li>All classes provided with regular access to the school's very popular three trim-trails. This has encouraged pupils across the school to become more active during break times.</li> <li>Y6 play buddy leaders continue to engage reception and year one in positive active games during lunch times.</li> <li>Dan the Skipping Man day encouraged children to be more active in their breaktimes as a result of engagement for the day and more skipping ropes available during break times.</li> </ul> <p><b>Impact on PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>An increased number of children participating in extra-curricular/lunchtime activities- including skipping as a result of our Dan the Skipping Man days.</li> </ul> <p><b>Impact on ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>Due to increased play equipment and sport rotations, children are becoming more confident in their abilities, as they are practising more frequently.</li> </ul> | <ul style="list-style-type: none"> <li>To continue to promote our after-school clubs, targeting all pupils to engage.</li> <li>Increase the amount of specialist coaching we have for different sports.</li> <li>Investment in playground markings for UKS2 playground to further encourage active playtimes to all pupils.</li> <li>Encouraging more staff members to run active before or after school clubs.</li> <li>Further promotion of physical literacy development and staying active at home.</li> </ul> |
| <p><b>2. Profile of PE and sport is raised across the school as a tool for</b></p> | <p><b>Key ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>Children from Y3- Y6 to were selected to form our sports council</li> <li>Leaders ran play buddies for KS1 children to ensure they have active break times.</li> </ul>   | <ul style="list-style-type: none"> <li>Invite in more athletes to speak/ work with the children and help to inspire them.</li> </ul>   |

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| <p><b>whole-school improvement</b></p>  | <ul style="list-style-type: none"> <li>● Kyran Wilson (professional snooker player) came into school and led a session to our sports councillors.</li> <li>● Heather Fell (Pentathlete), gave an assembly and Q and A session about her time as a pentathlete, including going to the Olympics.</li> <li>● Celebrating school sporting achievements through school sports twitter feed.</li> <li>● Using Sports Direct Monster Kickabout resources to raise the profile of football, especially targeting girls into the game.</li> <li>● Sports survey reviewed and changes have been made as a result e.g. a wider selection of children being made for competitions.</li> </ul> <p>Impact on <b>PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>● Different children became sports councillors</li> <li>● Sports councillors have been working collaboratively with sports teacher to come up with new initiatives/activities for us to launch in the new year.</li> <li>● All children in ks1 and ks2 have engaged in a variety of activities due to visits from outside guests.</li> <li>● Increased participation in the number of children who have attended competitions for the district/county.</li> </ul> <p>Impact on <b>ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>● The children's ideas have helped to launch new clubs and activities</li> <li>● All children now have an understanding on other sports which may not be available to them yet.</li> </ul> | <ul style="list-style-type: none"> <li>● Create more opportunity for inter-house competitions throughout the year in addition to sports day.</li> </ul>  |
| <p><b>3. Increase confidence and skills of staff in teaching PE and Sport</b></p> | <p>Key <b>ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>● Y3 and Y4 children have engaged in chance to shine cricket sessions, the teaching staff in the respective year groups have gained valuable cricket CPD.</li> <li>● Y6 children have received tag rugby coaching through Northampton Saints Partnership, as a result the Y6 teaching team have benefitted from CPD.</li> <li>● PE coordinator worked closely with Kettering Sports Partnership, networking with other PE coordinators in the area to strengthen our PE curriculum.</li> <li>● Online CPD training has been offered to staff on request as a result of the survey sent out to staff at the end of last year.</li> <li>● Training offered to staff on ways to add movement into the day to support children with SEND as well as benefit the whole class with movement breaks.</li> </ul> <p>Impact on <b>PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>● Staff have the option to take part in online training as additional CPD or refresher training. Staff are now teaching at least one PE session a week.</li> <li>● Y3 and Y4 staff have received cricket CPD</li> <li>● Y6 staff have received rugby CPD</li> <li>● Children are benefitting from staff who are more confident with their teaching.</li> </ul>   | <ul style="list-style-type: none"> <li>● To engage with outside coaches to deliver high quality PE lessons and offer CPD for staff</li> <li>● Continue to implement alterations to the curriculum based on staff feedback.</li> <li>● Coaches to come into school to lead sessions for staff to watch and gain CPD.</li> <li>● PE lead to observe lessons taught by teachers.</li> <li>● Assessment in PE to be reviewed further following on from subject leader training.</li> <li>● CPD to continue to be on offered to staff.</li> <li>● Small group of teachers to trial approach to supporting teacher's pedagogy with PE. If successful, to roll out through school.</li> </ul> |

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|   | <p>Impact on <b>ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>● Staff feel more confident in the delivery of indoor PE now it is embedded into the school curriculum</li> </ul>   |   |
| <p><b>4. Broader experience of a range of sports and activities offered to all pupils</b></p> | <p>Key <b>ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>● We have a range of sports on offer to our children</li> <li>● Our Y4 children went on a one night stay to Everton where they engaged in many different sporting and outdoor activities</li> <li>● Our Y6 children went to Kingswood where they engaged in varied outdoor activities</li> <li>● All Y6 children engaged in Northampton Saints rugby coaching again this year.</li> <li>● All Year 5 and Year 6 children went for 5 weeks of swimming lessons</li> <li>● Year 3 and Year 4 had specialist coaching in cricket</li> <li>● We had children engaging in the various sports Kettering Sports Partnership offer, including cricket and tennis engagement days.</li> <li>● Children who we have identified who struggle to engage in PE lessons have been targeted for extra sessions with our sports teacher.</li> <li>● Children have engaged in a 6-week course in both gym and dance.</li> <li>● Whole-school workshops with Dan the Skipping Man.</li> <li>● Our connection with Northampton Saints Rugby club allows us to offer experiences to children, such as free match tickets or invites to special events being held at the grounds.</li> </ul> | <ul style="list-style-type: none"> <li>● To continue to offer the children a wide range of sports activities.</li> <li>● To continue to promote different sports to our children and further push the gym and dance curriculum.</li> <li>● Source outside visitors in different styles of dance. This may link to religious festivals or cultural links which would create cross-curricular learning.</li> <li>● Host or participate in a cluster school multi-skills competition for year 1 and 2 pupils.</li> </ul> |
|   | <p>Impact on <b>PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>● Ks1 and Ks2 children engaged in various sports activities at sports day.</li> <li>● Targeting children who struggle to engage in sports activities through structured sessions to suit their needs.</li> <li>● All children have had the opportunity to try a variety of sports.</li> <li>● All children have engaged in workshops with outside professionals.</li> <li>● Some children have taken up sport e.g. cricket, netball and rugby outside of school as a direct result of their participation in school.</li> </ul>  |   |
|   | <p>Impact on <b>ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>● All children participate and take part in varied sports activities in their PE lessons with a sports teacher.</li> <li>● Children who struggle to engage have additional sessions tailored to their needs lead by our sports teacher.</li> <li>● Some children have opted to join new clubs/ summer clubs in cricket, tennis and rugby following on from the sessions delivered.</li> </ul>   |   |

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| <b>5. Increased participation in competitive sport</b> | <p><b>Key ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>● Pupil participation rates in competitive sport are increasing with a number of children now having engaged in inter competitions.</li> <li>● Every Thursday throughout the year lots of different boys and girls in Y5 and Y6 have attended the indoor football league at KLV.</li> <li>● The school is working towards our School Games Gold Mark for third year.</li> <li>● As a result of increased participation, pupils’ activity levels are increasing, as were their levels of confidence and self-esteem.</li> <li>● We have used our links with our local secondary school to use their facilities during clubs to help inspire and motivated children to participate in competitive sport.</li> <li>● Smaller-scale competitions have been created within our cluster schools.</li> <li>● Intra sport competitions running in KS2 during lunchtimes.</li> <li>● Running out netball club at the local secondary school all year. With their resources and coaching to support us, our Y6s won our district for the first time and moved onto the county finals. Some of these children had never competed for the school prior to this.</li> <li>● The school took part in our first swimming competition. This was the first time some children had competed for the school.</li> </ul> | <ul style="list-style-type: none"> <li>● To continue to take part in inter school competitions.</li> <li>● To increase the amount of intra sports competitions and to vary the sports more so that a high number of children are involved.</li> <li>● To keep our sports provision at such a high standard and maintain the school games gold mark.</li> <li>● To create more opportunity for smaller-scale competitions between our cluster schools.</li> <li>● Money invested into updating some resources which need replacing for certain sports e.g. netball posts.</li> <li>● Begin netball clubs at an earlier age (lower KS2).</li> </ul> |
|  | <p><b>Impact on PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>● Increased participation rates from children who have not represented the school before.</li> <li>● More engagement of children from lower down in the school at a competitive level.</li> </ul>   |   |
|  | <p><b>Impact on ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>● All children who have competed have worked extremely hard and achieved. In most competitions, we improved on last year.</li> <li>● More children competing at a higher level in sports, especially in football and netball. Some children have been scouted for county level.</li> </ul>   |   |

**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 |           |           |           |           |           | 2023/2024 |
|---|-------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|   | 2017/2018                     | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 |           |
| Swim competently, confidently and proficiently over a distance of at least 25 metres  |                               |           | n/a       | n/a       | 84%       | 80%       | 69%       |
| Use a range of strokes effectively; front crawl, backstroke and breaststroke  |                               |           | n/a       | n/a       | 80%       | 77%       | 62%       |
| Perform safe self-rescue in different water-based situations  |                               |           | n/a       | n/a       | 84%       | 80%       | 82%       |
| 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. <b>Have you used any funding for this purpose?</b> |                               |           | n/a       | n/a       | Yes       | Yes       | yes       |

## PE & SCHOOL SPORT DEVELOPMENT PLAN

|   |  |  |  |                                  |
|---|--|--|--|----------------------------------|
| <b>2022/2023 Underspend</b><br>✓ Section below must be completed for any 2020/2021 funding being carried forward<br>✓ Must be spent by 31 <sup>st</sup> July 2024 |  |  | <b>SUB TOTAL</b>   | <b>£ 6,742</b>                   |
| <b>2023/2024 Funding</b><br>✓ Must be allocated and spent by 31 <sup>st</sup> July 2025   |  | <b>£16,000 + £10 per pupil (Year 1 – Year 6)</b> | <b>SUB TOTAL</b>   | <b>£21,380</b>                   |
|   |  |  | <b>GRAND TOTAL</b>   | <b>£28,035</b>                   |
| <b>Key outcome indicator 1:</b> Engagement of all pupils in regular physical activity   | <b>Planned Expenditure:</b><br><b>% of total allocation:</b> | <b>£4,500</b><br><b>16%</b>                      | <b>%Actual expenditure:</b><br><b>% of total allocation:</b> | <b>£4,377.08</b><br><b>15.6%</b> |
| <b>Key outcome indicator 2:</b> Profile of PE and sport is raised across the school as a tool for whole-school improvement  | <b>Planned Expenditure:</b><br><b>% of total allocation:</b> | <b>£17,000</b><br><b>61%</b>                     | <b>Actual expenditure:</b><br><b>% of total allocation:</b>  | <b>£17,203.33</b><br><b>61%</b>  |
| <b>Key outcome indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport  | <b>Planned Expenditure:</b><br><b>% of total allocation:</b> | <b>£1,200</b><br><b>4%</b>                       | <b>Actual expenditure:</b><br><b>% of total allocation:</b>  | <b>£885.16</b><br><b>3.2%</b>    |
| <b>Key outcome indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils  | <b>Planned Expenditure:</b><br><b>% of total allocation:</b> | <b>£4,000</b><br><b>14%</b>                      | <b>Actual expenditure:</b><br><b>% of total allocation:</b>  | <b>£3829</b><br><b>14%</b>       |
| <b>Key outcome indicator 5:</b> Increased participation in competitive sport  | <b>Planned Expenditure:</b><br><b>% of total allocation:</b> | <b>£1,500</b><br><b>5%</b>                       | <b>Actual expenditure:</b><br><b>% of total allocation:</b>  | <b>£1,433.93</b><br><b>5%</b>    |

### 2023/2024 Underspend: Use this section to detail how any underspend from 2023/2024 will be spent during the academic year 2024/2025

*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 2021/2022. Any underspend MUST be spent in full by 31<sup>st</sup> July 2025*

| INTENT  | IMPLEMENTATION   |                        |                       | IMPACT  |  |
|---|--|------------------------|-----------------------|---|--|
| <b>Objective/intended impact</b><br><i>What do you want to achieve?</i> | <b>Actions to achieve Outcome</b><br><i>What do you need to do to achieve your intentions?</i>   | <b>Planned funding</b> | <b>Actual funding</b> | <b>Outcome</b><br><i>What have you achieved?<br/>How many people have benefited?<br/>What is the impact on pupils/whole school?</i> | <b>Sustainability / Next Steps</b><br><i>How will this outcome be sustained or further developed in 2024/2025?</i> |
| Playground markings on UKS2 playground.                                 | <ul style="list-style-type: none"> <li>Measure playground to see what is possible.</li> <li>Complete a student survey (lead by sports council) to ascertain from pupils what they would like as playground markings.</li> <li>Source quotes for markings.</li> </ul> | £600                   |                       |   |  |

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

| INTENT   | IMPLEMENTATION  |                 |                | IMPACT  |   |
|--|---|-----------------|----------------|---|---|
| Objective/intended impact<br><i>What do you want to achieve?</i> | Actions to achieve Outcome<br><i>What do you need to do to achieve your intentions?</i>   | Planned funding | Actual funding | Outcome<br><i>What have you achieved?<br/>How many people have benefited?<br/>What is the impact on pupils/whole school?</i>  | Sustainability / Next Steps<br><i>How will this outcome be sustained or further developed in 2024/2025?</i>   |
| To increase participation across the school.                     | <p>To continue to promote our after school clubs, targeting all pupils to engage.</p> <p>Keep equipment available to pupils and give them pupils a choice on what equipment they have during break and lunch times.</p> | £4,500          | £4,377.08      | <p>A wider variety of clubs has been made available to a wider variety of pupils across the school.</p> <p>Children have a variety of equipment to use during break times and more children as being active than last year. The introduction into plenty of skipping ropes (including a double-Dutch rope) has helped to encourage many children to be active in their playtimes.</p> | <p>PE lead to look into other organisations to come into school and deliver specialist sessions.</p> <p>PE lead to look into Real PE at home and 'BURSTS' for KS1, which promote children to be active outside of school.</p> <p>Continue update/ replace PE equipment when needed.</p> |

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

| INTENT   | IMPLEMENTATION   |                 |                | IMPACT  |  |
|--|--|-----------------|----------------|---|--|
| Objective/intended impact<br><i>What do you want to achieve?</i> | Actions to achieve Outcome<br><i>What do you need to do to achieve your intentions?</i>  | Planned funding | Actual funding | Outcome<br><i>What have you achieved?<br/>How many people have benefited?<br/>What is the impact on pupils/whole school?</i>  | Sustainability / Next Steps<br><i>How will this outcome be sustained or further developed in 2024/2025?</i>  |
| To encourage pupil voice. Raise the profile of PE in school.     | <p>Sports councillors continue to feedback to staff throughout the year.</p> <p>Give sports councillors and young leaders 'play buddies' their own uniform 'tops'.</p> | £17,000         | £17,203.33     | <p>Changes to activities during breaks and lunchtimes based on feedback from pupils.</p> <p>Play Buddies has been extremely successful and the children are role models for the school, encouraging</p> | <p>Continue to use pupil voice as a main driver for improvement.</p> <p>New children selected for sports council and play buddies, allowing for more children to take on</p> |

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|  | Continue to offer a wide range of sports clubs throughout the year with skilled coaches. |  |  | younger children in school to be active during their break times.<br><br>More children have taken part in extra-curricular clubs this year | leadership roles and promote PE through the school |
|--|--|--|--|--|--|

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

| INTENT   |   | IMPLEMENTATION  |                | IMPACT  |   |
|--|---|-----------------|----------------|---|---|
| Objective/intended impact<br><i>What do you want to achieve?</i> | Actions to achieve Outcome<br><i>What do you need to do to achieve your intentions?</i>   | Planned funding | Actual funding | Outcome<br><i>What have you achieved?<br/>How many people have benefited?<br/>What is the impact on pupils/whole school?</i>  | Sustainability / Next Steps<br><i>How will this outcome be sustained or further developed in 2024/2025?</i>   |
| To increase confidence through CPD through the school            | <p>To engage with outside coaches to deliver high quality PE lessons and offer CPD for staff</p> <p>Staff to be given more opportunity to take part in Real PE seminars</p> <p>Coaches to come into school to lead sessions for staff to watch and gain CPD.</p> <p>PE lead to observe lessons taught by teachers</p> | £1,200          | £885.16        | <p>Cricket and rugby coaches came into school to deliver specialist sessions. Teachers had the opportunity to observe these lessons.</p> <p>Some members of staff have been able to observe the PE coordinator delivering a Real Pe session and this has helped them to feel more confident after watching a lesson in real-time.</p> <p>Some staff members opted to complete some CPD on demand online training for Real PE.</p> | <p>Any teachers who are specialised in a sport to be given the opportunity to share their knowledge with the rest of the team. To give them ideas for activities and ensure that staff feel comfortable with rules.</p> <p>All new members of staff to participate in Real PE seminars. These will be open to any staff member wanting a refresh.</p> <p>PE coordinator to observe more PE lessons to ensure continuity throughout the support and identify any staff members who may need additional support/ CPD.</p> <p>Continue to release teachers to be able to observe the PE Coordinator delivering a Real PE lesson.</p> |

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

| INTENT   | IMPLEMENTATION  |                 |                | IMPACT  |  |
|--|---|-----------------|----------------|---|--|
| Objective/intended impact<br><i>What do you want to achieve?</i> | Actions to achieve Outcome<br><i>What do you need to do to achieve your intentions?</i>   | Planned funding | Actual funding | Outcome<br><i>What have you achieved?<br/>How many people have benefited?<br/>What is the impact on pupils/whole school?</i>  | Sustainability / Next Steps<br><i>How will this outcome be sustained or further developed in 2024/2025?</i>  |
| To promote all sports in schools and broaden participation       | <p>To continue to offer the children a wide range of sports activities</p> <p>To continue to promote different sports to our children and further push the gym and dance curriculum.</p> <p>Increase the amount of specialist coaching we have for different sports.</p> <p>To have whole school workshops with some different sports/ physical activities.</p> | £4,000          | £3829          | <p>All years have undertaken one dance unit and one gym unit this year as part of their Real PE curriculum.</p> <p>This year we have continued to offer a wide range of sport clubs across both KS1 and KS2. Children enjoy attending the clubs and often have the opportunity to compete in a competition.</p> <p>More year groups have participated in PE sessions with specialist coaching, allowing them the opportunity to try new sports. Due to having specialist coaches, these sessions were taught to a high standard.</p> <p>Our school held two Dan The Skipping Man days, which enthused children with skipping and allowed them to try new tricks that they didn't previously know.</p> | <p>Coordinate with cluster schools to set up future competitions.</p> <p>PE coordinator to invite more specialist guests into school to deliver a range of workshops in dance, gym and other (less mainstream) sports.</p> <p>Northampton Saints Rugby and Chance to Shine cricket will be brought into school again to deliver specialist coaching.</p> |

#### Key outcome indicator 5: Increased participation in competitive sport

| INTENT   | IMPLEMENTATION  |                 |                | IMPACT   |   |
|--|---|-----------------|----------------|--|---|
| Objective/intended impact<br><i>What do you want to achieve?</i> | Actions to achieve Outcome<br><i>What do you need to do to achieve your intentions?</i> | Planned funding | Actual funding | Outcome<br><i>What have you achieved?<br/>How many people have benefited?<br/>What is the impact on pupils/whole school?</i> | Sustainability / Next Steps<br><i>How will this outcome be sustained or further developed in 2024/2025?</i> |

|  |  |               |                         |  |  |
|--|--|---------------|-------------------------|--|--|
| <p>To continue to promote healthy competition.</p> | <p>To continue to take part in inter school competitions</p> <p>To increase the amount of intra sports competitions</p> <p>To keep our sports provision at such a high standard and maintain the school games gold mark.</p> | <p>£1,500</p> | <p><i>£1,433.93</i></p> | <p>A year 1 and 2 multi-skills cluster competition has been planned for the next academic year to allow children into KS1 to participate in more competitive sport.</p> <p>The sports coach has run multiple intra sports competitions this year, both within PE lessons and at lunchtimes. House teams are used to promote healthy competition and a sense of belonging.</p> <p>We have maintained our sports provision to a high standard this year and are hopeful to receive the School Games Gold mark for the third year in a row.</p> | <p>Review the impact of cluster competition and consider broadening it to more activities and more year groups.</p> <p>Continue to promote healthy competition across a wide variety of sports and games in KS1 and KS2.</p> <p>To ensure we keep our sports provision at a high standard and maintain our school games gold mark for the 4<sup>th</sup> year.</p> |
|--|--|---------------|-------------------------|--|--|

### Accountability

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

|                                |                   |                     |                   |  |  |  |  |  |
|--------------------------------|-------------------|---------------------|-------------------|--|--|--|--|--|
| <p><b>Completed by:</b></p>    | <p>Kelly Hill</p> | <p><b>Date:</b></p> | <p>18/07/2024</p> |  |  |  |  |  |
| <p><b>Document updated</b></p> |                   |                     |                   |  |  |  |  |  |

## **Department for Education guidance on how to use the Primary PE and Sport Premium – updated October 2021**

Physical activity has numerous benefits for children and young people’s physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The school sport and activity action plan sets out the government’s commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day. It recommends 30 minutes of this is delivered during the school day (in line with the Chief Medical Officers guidelines which recommend an average of at least 60 minutes per day across the week).

The PE and sport premium can help primary schools to achieve this commitment, providing primary schools with £320 million of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools, so they have the flexibility to use it in the way that works best for their pupils.

### **Schools must use the funding to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport you offer.**

This means that you should use the premium to:

- Develop or add to the PE, physical activity and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

### **Schools can use the premium to secure improvements in the following indicators:**

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

### **What should your funding NOT be used for?**

*The Secretary of State does not consider the following expenditure as falling within the scope of additional or sustainable improvement:*

- Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of schools’ core staffing budgets
- Teaching the minimum requirements of the national curriculum PE programmes of study – including this specified for swimming
- Fund capital expenditure - DfE does not set the capitalisation policy for schools, if you are in any doubt as to whether your proposed spending is deemed as capital expenditure, you should first speak with your school business manager or school accountant and their auditors

## Active Miles

If schools choose to take part in an active mile, they should use existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.

## Accountability

### School compliance

You are accountable for how you use of the PE and sport premium funding allocated to you. You are expected to spend the grant for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered. Schools and local authorities must follow the terms and conditions in the conditions of the grant documents. <https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2021-to-2022>

### Online reporting

Schools must publish details of how you spend your PE and sport premium funding by the end of the summer term or by **31 July 2022 at the latest**.

Online reporting must clearly show:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be sustainable in the future

You are also required to publish the percentage of pupils within your year 6 cohort in the 2020 to 2021 academic year who met the national curriculum requirement to:

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

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

### Review of online reports

School online reporting will be monitored by DfE. We will sample a number of schools in each local authority to review what they have published on their use of the funding and their swimming attainment. Schools are expected to spend the grant for the purpose that it was provided only, in accordance with the conditions of the grant, to make additional and sustainable improvements to the PE, sport and physical activity provided.

## Payment dates for the 2020/2021

### Maintained schools, including PRU's and general hospitals

Maintained schools, including PRUs and general hospitals, do not receive funding directly from DfE. We give the funding to your local authority and they pass it on to you. We give local authorities PE and sport premium funding for maintained schools in 2 separate payments. They receive:

- 7/12 of your funding allocation on 29<sup>th</sup> October 2021
- 5/12 of your funding allocation on 29<sup>th</sup> April 2022

#### **Academies, free schools and CTCs**

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

- 7/12 of your funding allocation on 2<sup>nd</sup> November 2021
- 5/12 of your funding allocation on 3<sup>rd</sup> May 2022

#### **Non-maintained special schools**

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

- 7/12 of your funding allocation on 2<sup>nd</sup> November 2021
- 5/12 of your funding allocation on 4<sup>th</sup> May 2022

### **Useful websites**

#### **PE and sport premium for primary schools**

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

#### **Association for Physical Education**

<http://www.afpe.org.uk/physical-education/advice-on-sport-premium/#>

#### **Youth Sport Trust**

<https://www.youthsporttrust.org/PE-sport-premium>