

2022/2023 PE AND SPORT PREMIUM DEVELOPMENT PLAN

EVIDENCING THE IMPACT & SUSTAINABILITY

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

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

SCHOOL	Thorplands Primary School
HEAD TEACHER	Sam Mawer
PE COORDINATOR	Beth Conroy

PE & Sport Premium: Government intent

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

PE & Sport Premium: School intent

At Thorplands, we strive to create a culture which aims to inspire an active generation to enjoy PE and develop their health, fitness and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all pupils to succeed, excel in competitive sport, other physical activities and impact their own physical activity and life-long fitness. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect as well as challenge and promote self-esteem through the development of physical confidence and problem solving. We aim to provide children with opportunities that they may not have access to in other walks of their life.

Key outcome indicators: Updated 2022/2023

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

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

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

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

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

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

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

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

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

Key outcome indicator 5: Increased participation in competitive sport

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

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

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2023/2024?
1. Increase confidence and skills of staff in teaching PE and Sport	<p>Key ACHIEVEMENTS</p> <p>Implementation of Real PE – staff have all now had access to training on our new Real PE curriculum. All classes are receiving a PE education which is broad, balanced and has progression, and educates them in areas such as their personal and social skills linked to being successful in sport. Teachers are able to deliver this to a high standard using the guidance given.</p> <p>In addition, the PE lead has completed several modules of subject leader training and has been able to spread key messages from these to staff.</p> <p>Implementation of Get Set 4 PE – in order to complement the Real PE curriculum, this has been implemented so that skills are applied to sport specific games. Many of our children do not have access to sport specific coaching, so this is an essential part of their PE curriculum. Teachers have found the planning and resources easy to use, meaning that high quality delivery of PE lessons are assured.</p>	<p>Continue with Real PE as a legacy school – this means we will continue to get support with the programme from tutors, including further CPD for staff if needed.</p> <p>Continue with Get Set 4 PE for sport specific based lessons, following a long term map that gives children a broad and balanced curriculum and staff support in delivering this.</p>
	<p>Impact on PARTICIPATION</p> <p>Real PE – as these lessons are focussed mainly on personal goals and areas such as social skills, several children who last year did not enjoy taking part in PE now take an active role within PE lessons. Staff's confidence with using the platform for the content has brought about this change.</p> <p>Get Set 4 PE – year groups have been allocated a range of sports and children have thoroughly enjoyed taking part in a broad and varied curriculum. Staff have been able to teach to a high level using the resources. Therefore children have enjoyed their lessons and want to continue these sports outside of school.</p>	
	<p>Impact on ATTAINMENT</p> <p>The two programmes working together have meant that children can excel in the physical and mental aspects of PE; staff have been confident in delivering this using the resources provided by both programmes.</p>	
2. Engagement of all pupils in regular physical activity	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> The role of the sports leaders in delivering active minutes during lunch times Additional resources provided that promote active breaks by Get Set 4 PE 	Provide discounted sports clubs – parents pay a nominal fee, subsidised by the sports premium funding, so that this can be put towards making them sustainable.

	<ul style="list-style-type: none"> • After school clubs provided free of charge; including football, tennis, netball, multi skills • Lunch time equipment invested in so that chn have active choices during their lunch hour • Year 4, 5 and 6 have all completed a term of swimming lessons • All year groups have had 2 hours of PE timetabled across the year 	<p>Train up more Year 5s as sports leaders so that we have a bigger workforce that will continue into the next academic year.</p> <p>Continue to provide teachers with resources from Get Set 4 PE and Real PE for active breaks.</p>
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> • All children have the option of physical activity with a sports leader during lunch time and a range of equipment to play and be active with • Teachers have used a range of active breaks during lesson times so children are all participating in activity throughout the school day • 238 free places at out of school clubs have been used by pupils across the school • Money has not been an object to pupils accessing our sports clubs therefore more children have been able to attend 	
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> • Due to the regular physical activity opportunities, children are now able to perform better within their PE lessons and at sports events 	
3. Profile of PE and sport is raised across the school as a tool for whole-school improvement	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> • The role of the sports leaders in delivering active minutes during lunch times • Additional resources provided that promote active breaks by Get Set 4 PE • Taken part in the enhanced school programme, which involves CPD, events and updates which have contributed to us earning the gold mark award • Real PE 'multi ability' learning impacts chn's mindsets during other lessons too • All staff have had CPD from Real PE to drive improvement in their PE lessons 	<p>Get the new Year 5s trained as sports leaders so that the success of sports leaders is sustainable.</p> <p>Continue as an enhanced school so that we continue to receive the same benefits as this year.</p>
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> • A huge number of children have been inspired by the sports leaders to become a sports leader themselves and participate in sport in this way • Through the enhanced schools programme, children have taken part in PE and sport activities which would not have previously been available such as the SAS project and OAA 	

	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> The school has achieved the gold mark award for the first time A larger number of children have taken part in sports events and other roles such as sports leader 	
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> New curriculum involving a range of sports has been implemented using Real PE and all equipment bought using this so that the children are accessing a range of sports Lessons and CPD provided by Chance to Shine cricket All children from Year 4-6 have been provided with 1 term of swimming After school clubs held for various sports and year groups, free to parents Competitions entered and attending in sports such as: football, tag rugby (girls), OAA, tennis, boccia, NAK, etc Competitions and events have included development, broadening participation, competition and SEN level events SAS project for a group of Y6s has included events such as climbing and trampolining 	<p>Look for outside agencies who can come into PE lessons to provide coaching.</p> <p>Broaden the types of sports offered as clubs.</p> <p>Continue with swimming for Years 4-6.</p>
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> Chn who may not have found 'their sport' before have been able to experience a broad range to find something they enjoy All chn have been eligible for sports events regardless of ability 	
	<p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> Chn have been able to achieve in sports that beforehand they did not have access to Chn of a range of sporting abilities have still been able to achieve 	
<p>5. Increased participation in competitive sport</p>	<p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> Over 70% of KS2 pupils have represented the school this year – being part of the enhanced schools network has helped this, as has having a minibus to transport chn to events Real PE and Get Set 4 PE have increased intra and personal level competitions Competitions and events have included development, broadening participation, competition and SEN level events 	<p>Continue to be an enhanced school to provide opportunities for the children.</p>
	<p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> Chn who may not have found 'their sport' before have been able to experience a broad range to find something they enjoy 	

	<ul style="list-style-type: none"> All chn have been eligible for sports events regardless of ability. A higher number of different chn have taken part in sports in comparison with previous years 	
	Impact on ATTAINMENT <ul style="list-style-type: none"> A higher number of children have taken part in competitive events and Thorplands has been represented at a wider range of events such as the SAS project and Young Leaders conference 	

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

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

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

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

You can use your funding for:

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

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

Outcome	% of pupils achieving outcome				
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Swim competently, confidently and proficiently over a distance of at least 25 metres					66%
Use a range of strokes effectively; front crawl, backstroke and breaststroke					54%
Perform safe self-rescue in different water-based situations					N/A

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?**

No

PE & Sport Premium: Development Plan

2022/2023 Funding Must be allocated and spent in full by 31 st July 2023	£16,000 + £10 per pupil (Year 1 – Year 6) = £17,710		SUB TOTAL	£13,523.14
Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	£2300 12%	Actual expenditure: % of total allocation:	£2495.37 14%
Key outcome indicator 2: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	£400 2.25%	Actual expenditure: % of total allocation:	£271.97 1.5%
Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:	£4050 22%	Actual expenditure: % of total allocation:	£3867.80 21%
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	£3800 21%	Actual expenditure: % of total allocation:	£3664 20%
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	£3575 20%	Actual expenditure: % of total allocation:	£3224 18%

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

INTENT	IMPLEMENTATION		IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school? Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
All staff to deliver high quality PE teaching and learning for all children	Undertake a training needs analysis of all staff <ul style="list-style-type: none"> Staff to identify areas of training Appropriate internal or external training and/or resources to be identified and sourced <p>Money spent on Real PE, Get Set 4 PE and accompanying resources. Real PE also came with an offer of CPD entitlement from their tutors.</p>	£2300	£2495.37	<p>What training opportunities were accessed by staff? CPD from Real PE- staff came in to provide training during a staff meeting and teach lessons to be observed.</p> <p>What resources were obtained? Resources essential for fulfilling high quality PE lessons in a range of sports – e.g. handballs, dodgeballs, basketballs, netballs & bibs.</p> <p>How have training and/or resources contributed to improved PE provision? All staff can now confidently teach</p> <p>Continue with the schemes of work and long term maps from this year and build on and improve</p> <p>Good practice and learning from courses is shared within whole school meetings</p> <p>Resources are available and shared with all staff</p>

				high quality PE lessons where planning is provided, resources are adequate and progression is ensured. Evidence: curriculum planning, timetables, lesson observations, children's' feedback, children's academic progress	
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 <i>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</i>	£0 Many of this included within enhanced schools provision and Real PE membership	£0	<p><i>What local, regional or national events or campaigns have the school engaged in?</i> Enhanced school planning meeting – this has meant that Thorplands can arrange opportunities and have a good idea of how we can use our enhanced schools membership to support pupils best next year.</p> <p><i>Who have these opportunities benefited the most?</i> PE lead which will then cascade to the other staff and pupils.</p> <p><i>What is the lasting legacy of the children/ staffs engagement in these opportunities?</i> We will be able to take an active part in the enhanced schools network next year to provide the best opportunities possible to our pupils.</p> <p>Evidence: photos, observations, training opportunities</p>	<p>Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities</p> <p>Share important messages with all staff</p>

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

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
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 • <i>PEC to assist teachers to</i>	£0 <i>Active breaks and ideas already</i>	£0	<p><i>What did the 1st phase Heat Maps look like?</i> There were some inactive periods during afternoon lessons and between morning</p>	<p>Staff see the use of a visual tool to enable them to consider and instigate change</p> <p>SLT understand and value the tool</p>

	<p><i>produce a Heat Map for their class</i></p> <ul style="list-style-type: none"> • <i>PEC to review the Heat Map with the class teacher</i> <p><i>PEC and class teacher to consider and embed new ways of delivering aspects of the curriculum in a more physically active way</i></p>	<p><i>included within Real PE and Get Set 4 PE</i></p>		<p>lessons. Some days lacked offers of clubs after school</p> <p><i>What did the 2nd phase Heat Maps look like?</i> Improved number of movement breaks between lesson times. More clubs after school on offer.</p> <p><i>Did the teacher change anything to increase the amount of time the children were active within the curriculum?</i> Yes – more active breaks within lesson times utilised.</p> <p><i>Can the school demonstrate that every child is offered/accessing 30 active minutes each day?</i> Yes.</p> <p>Evidence: A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</p>	<p>and encourage staff to undertake on a termly basis</p> <p>Staff are able to influence resource choices to support their new approach</p> <p>Staff share good practice and resources that have helped to increase the quality and quantity of physical activity time within the curriculum</p>
<p>Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy</p>	<p>Provision for 2 hours of high-quality curriculum PE per week for ALL children</p> <ul style="list-style-type: none"> • <i>Ensure lessons are well structured, differentiated and progressive</i> <ul style="list-style-type: none"> • <i>Provide opportunities for all children to 'learn to lead'</i> 	<p>£0</p> <p>(Teacher CPD costs outlined in section 3)</p> <p>PE lessons from Real PE and Get Set 4 PE already accounted for in section 1</p>	<p>£0</p>	<p><i>How many hours of curriculum PE is each year group receiving?</i> 2 hours</p> <p><i>How do you ensure that every child is reaching their PE potential?</i> Schemes have been bought into which are each progressive within themselves, then a long term map has been created which ties them together and ensures they complement each other.</p> <p><i>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?</i> All year 5 pupils will undergo the sports leader training programme within their PE lessons in Autumn term. They can then apply this to leading at lunch times and during sports day.</p>	<p>PE is regarded by all staff as the core curriculum subject it is</p> <p>Staff are motivated and enthused to teach it and have the subject knowledge to make it enjoyable, differentiated and progressive</p> <p>Good practice is shared in department and whole school meetings</p> <p>Schemes of work are well written and shared with all staff</p>

				Evidence: Curriculum timetables, short, medium and long terms planning, photos, Assessment, behaviour, enjoyment	
Ensure that all children have the opportunity and equipment to be active during lunch times	Review and audit our current lunch time provision. Pupil voice surveys to find out what the children would like. Buy new equipment to provide children with active lunch times.	£400	£271.97	Through the improvement of equipment, more children are able to achieve their active 30 minutes per day and are working on gross motor skills in a range of areas. All pupils have been impact from reception to year 6.	

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

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
Continue to be a Northampton SSP Enhanced School	Ensure opportunities are added to the school diary at the earliest opportunity <i>Regularly engaged with the Cluster SSCO; SSCO will provide 1-2-1 support to schools, deliver the cluster aspect of the programme such as Multisport Festivals and support school and will support the delivery, embedding and review of the real Leaders programme</i>	£3,250	£3,250	What has the school gained by being an SSP Enhanced School? The children have been able to take part in a range of activities and competitions designed for a range of purposes. Children have been able to take part in specialist activities such as the Student Aspiration Squad and the Able & Talented Academy too. Sports leaders have received additional support and training. PE lead has received additional support & CPD, which has been cascaded to other pupils and staff. Which groups of children/adults within your school have benefited the most? 70%+ KS2 pupils who have represented TPS at sports events. KS1 pupils who have had activities delivered by sports leaders. Evidence: Network Meetings, Cluster meetings, SSP tracking sheet,	Internally review and evaluate the school's engagement against the outcomes of the programme – what have been the school's greatest achievements, could these outcomes be gained by other means?

				attendance at events	
Achieve Gold School Games Mark Award	<p>Use the 2021/2022 School Games Mark Action Plan to ensure this is a year-round scheme to develop meaningful opportunities for all pupils and whole school development</p> <ul style="list-style-type: none"> Collect necessary evidence throughout the year <p>Share scheme with all staff and ask for their support to achieve desired award level</p>	<p>£0</p> <p>Included in other areas of funding</p>	£0	<p>How did planning and reviewing your school's position against the criteria lead to positive changes within the school?</p> <p>As PE lead, I have been able to work on specific targets to improve our PE and sport programme.</p> <p>How has the award improve/changed the profile of PE, school sport and physical activity within the school?</p> <p>PE has been accessible and aspirational to all pupils. It has had a high profile with parents and families through assemblies, newsletters etc. More children have had the opportunity to compete in competition at varying levels.</p> <p>Evidence: action plan and necessary evidence associated for the award level</p>	<p>Raise awareness of the tool and report in whole school meetings</p> <p>Ensure SLT are clear on the report outcomes are supportive of areas to be developed</p> <p>Celebrate success and improvements with staff and the wider community</p>
Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce	<p>Use the real Leaders scheme of work to upskill a cohort of confident and knowledgeable young leaders</p> <p>Use the real Leaders Action Plan to support in the planning and implementation of the training</p>	<p>£800</p> <p>Towards additional training and resources for the young leaders to become successful in their role</p>	£617.50 – training day	<p>How many young people have accessed core leadership training?</p> <p>30</p> <p>What roles were the young leaders deployed to undertake? What impact did they have on whole school?</p> <p>Leading lunch time activities and sports day activities;. Also running a KS1 festival. Additionally, some went to the YL conference where they brought back ideas for improving the number of active minutes within the school.</p> <p>What has this training given the young leaders?</p> <p>The young leaders have learned responsibility, confidence and are very motivated to complete their role.</p> <p>Evidence: photos, deployment plans, observations</p>	<p>Recruit previously training young leaders to take on mentoring roles and responsibilities</p> <p>Consider how higher level leadership training and deployment opportunities can be provided</p>

Share and celebrate achievements in PE, school sport and physical activity	<p>Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly</p> <ul style="list-style-type: none"> • Use a noticeboard 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 <p>Consider how the School Games Values or school values could be used to reward behaviours</p>	£0	£0	<p>What has been celebrated? Children who have represented Thorplands at sporting events; children who have achieved highly within PE lessons; sports leaders for their contribution to the school.</p> <p>How has it been celebrated? In news letters and in assemblies through the children coming to the front and receiving certificates.</p> <p>How have children be rewarded and recognised for their efforts and achievements? Certificates and mentions in newsletters and assemblies.</p> <p>Evidence: newsletters, blogs, social media, photos, assemblies</p>	<p>Regularly update noticeboards and social media platforms</p> <p>Engage children to contribute to school newsletters and/or managing the noticeboards</p>
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Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
Offer a diverse and needs led extra-curricular programme	<p>Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable</p> <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 <p>Explore internal opportunities to</p>	£.3800	<p>£</p> <p>£1530 – multiskills club</p> <p>£1574 – football club spring & summer</p> <p>£560 – tennis club</p>	<p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)?</p> <p>What were the percentages of girls and boys, and years groups represented within the clubs?</p> <p>Which clubs were the most popular? Football & gymnastics</p> <p>How did the children benefit from this provision?</p> <p>Numbers on register for each club:</p>	<p>Evaluate attendance at each club and adjust offer accordingly</p> <p>Use child voice to influence and engage specific cohorts of young people</p> <p>Find a more diverse range of clubs</p>

	provide training to upskill staff to lead on clubs			<table><tr><td>Football</td><td>12/9</td><td>17</td></tr><tr><td>Gymnastics</td><td>13/9</td><td>20</td></tr><tr><td>Netball</td><td>14/9</td><td>18</td></tr><tr><td>Multiskills</td><td>15/9</td><td>18</td></tr><tr><td>Multiskills</td><td>7/11</td><td>18</td></tr><tr><td>Football</td><td>16/11</td><td>20</td></tr><tr><td>Gymnastics</td><td>8/11</td><td>20</td></tr><tr><td>Tennis</td><td>11/1</td><td>12</td></tr><tr><td>Football</td><td>23/2</td><td>21</td></tr><tr><td>Tennis</td><td>22/2</td><td>12</td></tr><tr><td>Football</td><td>20/4</td><td>16</td></tr><tr><td>Tennis</td><td>26/4</td><td>12</td></tr><tr><td>Football</td><td>8/6</td><td>20</td></tr></table> <p>Evidence: registers, photos</p>	Football	12/9	17	Gymnastics	13/9	20	Netball	14/9	18	Multiskills	15/9	18	Multiskills	7/11	18	Football	16/11	20	Gymnastics	8/11	20	Tennis	11/1	12	Football	23/2	21	Tennis	22/2	12	Football	20/4	16	Tennis	26/4	12	Football	8/6	20	
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Football	8/6	20																																										
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 highSeek 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	£0 – free programme	£0	<p>What clubs have you developed links with?</p> <p>Chance to Shine Cricket</p> <p>Why were these links chosen?</p> <p>Cricket is a sport that the majority of children in our school do not access and there are no local cricket clubs in the immediate surrounding area.</p> <p>How have children and/or staff benefited from the partnership?</p> <p>Children enjoyed the chance to learn a new sport and staff gained CPD in how to teach cricket.</p> <p>Evidence: School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</p>	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																																						
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 criteriaIdentify a member of staff to support and accompany the children Celebrate the achievements of these children within school and with their families	£0 (Incl. in Enhanced Membership)	£0	<p>How many children were involved?</p> <p>8 year 6s</p> <p>What did the project involve?</p> <p>Activities that build their confidence, communication, resilience and teamwork. Activities also gave them the chance to</p> <p>What did the children achieve/again from being involved in the project?</p> <p>Improved social and personal skills, and the chance to mingle with other</p>	Staff to continue to track progress in identified learning areas	Support children to transition into extra-curricular opportunities																																						

				<p>year 6s prior to transitioning to secondary school</p> <p>How did/will the activities support them to develop confidence, self-esteem, social skills?</p> <p>They were pushed out of their comfort zones and had to try new things with new people</p> <p>Evidence: photos, pre-post questionnaire, child and family feedback, teacher observations</p>	
Provide opportunities for children identified as Able & Talented to access higher level learning opportunities	<p>Support children to access an SSP organised Able & Talented Multiskill Academy</p> <ul style="list-style-type: none"> Staff to nominate children who exhibit higher level learning potential in their multi-abilities rather than their ability to perform high in just 1 sport Staff to track children participation and progress 	£0 (Incl. in Enhanced Membership)	£0	<p>How many children accessed the Able & Talented Multiskill Academy?</p> <p>2</p> <p>What impact has the opportunity had on the child (ren)?</p> <p>The opportunity to apply the way they excel in sport to a range of activities with professional instructors and with other children who play at a similar level.</p> <p>Evidence: Academy reports, attendance registers, photos, parent and child feedback</p>	<p>SSP to support schools to develop relationships and pathways with local community sports clubs</p> <p>SSP to support schools to identify particular opportunities for individual children</p>

Key outcome indicator 5: Increased participation in competitive sport

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
Provide opportunities for children with SEND to access appropriate competitions	Identify children with SEND and consider their disability before providing competitive opportunities in mainstream, Inclusive, Project ability or Intra-School competitions	£0 (Incl. in Enhanced Membership)	£0	<p>How many children with SEND accessed</p> <p>Intra-School competitions: all SEN pupils on role</p> <p>Inter-School competitions: 10</p> <p>What impact did their participation in a competition have on them?</p> <p>They were able to enjoy competing in an environment and with peers</p>	<p>Incorporate inclusive sports into core curriculum lessons</p> <p>Provide opportunities for children with SEND to undertake leadership training</p>

				<p>who were suitable to them. They were able to play accessible sports with accessible resources.</p> <p>Evidence: photos, teacher observation, team declarations</p>	
<p>Host a School Games Day that culminates in a year-round programme of PE and school sport</p>	<p>Plan and deliver a School Games Day that is inclusive of all children</p> <ul style="list-style-type: none"> • <i>Design a format to ensure all children are enthused to participate</i> • <i>Consider including personal challenges to encourage healthy competition</i> • <i>Upskill and deploy a cohort of young leaders</i> <p><i>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</i></p>	£0	£0	<p><i>How many children participated in the School Games Day?</i> All chn on role from reception to Y6 (other than a few off absent)</p> <p><i>How did the School Games Day conclude a year-round programme of PE and school sport?</i> Lessons and units within the long term map had contributed towards the skills and activities chn would be completing on sports day. Young leader's training and practise had lead to them being able to lead on this day too.</p> <p><i>What does this day mean to the children?</i> An exciting day on the school calendar</p> <p><i>How do you ensure the event is inclusive?</i> Most of the events are team work, collecting points, rather can competing 1v1. Chn have the chance to practise beforehand. Alternative provisions are put in place for chn who cannot access.</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
<p>Provide opportunities for all children to access personal challenge activities</p>	<p>Organise and deliver a series of Personal Challenge opportunities</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> <p><i>Consider how these competitions could be linked to whole school house systems</i></p>	£0 Included within other provision mentioned above	£0	<p><i>How many children participated?</i> All chn</p> <p><i>How and when did you provide the opportunities?</i> Within curriculum PE lessons</p> <p><i>How did the opportunity to compete against themselves help those children least engaged in physical activity, impact them in PE lessons</i></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>

				<p>and in other aspects of their learning? Chn have been much more willing to have a go and felt less intimidated in these situations</p> <p>Evidence: photos, qualitative data, lesson observations</p>	
Provide opportunities for all children to access Intra-School Competitions	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant – consider accessing NSport resources</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> <p><i>Consider how these competitions could be linked to whole school house systems</i></p>	£0	£0	<p>How many children participated in at least one Intra-School competition? All chn</p> <p>What did the experience give to the children? The chance to compete but in a familiar and unpressured environment</p> <p>How has intra-school competition supported whole school cohesion and raising the profile of it across the school? Yes</p> <p>Evidence: photos, young leaders deployed, observations, social media, newsletters</p>	<p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities</p>
Provide opportunities for broad range of children to access Inter-School Competitions	<p>Access School Sport Partnership or Cluster organised Inter-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant</i> • <i>Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children</i> • <i>Ensure children are adequately prepared for the competitions to ensure a positive competition experience</i> <p><i>Consider how school representatives are rewarded for the achievements</i></p>	<p>£75 (Incl. in Enhanced Membership)</p> <p>+ Pay 2 Play charges</p>	£75	<p>What competitions did you attend? OAA, football, rugby, athletics, tennis, boccia, NAK, arrows, gymnastics, multiskill days, sprit of the games festivals., etc. In a range of KS2 year groups and formats ie development/performance/SEN etc.</p> <p>How many different children represented the school? Over 70% of KS2</p> <p>How did the children deal with success and failure? With great resilience and pride that they'd represented the school</p> <p>How did the experience contribute to other aspects of the children's learning and social development? It was a good motivator for good behaviour and taught them skills</p>	<p>Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals</p> <p>Upskill young leaders to support practice sessions and team management roles and responsibilities at the competitions</p>

				such as resilience Evidence: Team Declaration Forms, photos, teacher observations	
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 eligibility Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children	£ (Incl. in Enhanced Membership)	£0	How many different children accessed these opportunities? 4 How effective were the pre-Inter School competition practice sessions? They were good though we were only able to attend one Did staff gain further knowledge, skills and ideas from attending? Yes 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 opportunities Select children who need the opportunity to have a positive experience of school sport and/or need to be rewarded for their efforts in PE and/or extra-curricular clubs	£ (Incl. in Enhanced Membership)	£0	How many children participated in a festival? 105 chn How did the children generally feel about the opportunity to attend the event? Excited to represent their school – it's good for these chn who may not have got chosen for a competitive event What impact did the experience have on the children? Very positive; many came back more engaged in sport 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 	£ (Incl. in Enhanced Membership)	£	How many children participated in a festival? 30 How did the children generally feel about the opportunity to attend the event?	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

	<i>efforts in PE and /or extra-curricular clubs</i> <i>Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day</i>			<p>Excited and proud to represent ehri school</p> <p>What impact did the experience have on the children? Very positive; many came back more engaged in sport</p> <p>How do you think this opportunity could inspire and enthuse them?</p> <p>Evidence: participation tracker, photos, staff observations, parental feedback</p>	
Provide access to transport to enable children and staff to access opportunities	Access to transport where required to take children to competitions and events	£3500	£2690 school minibus + £459 coach hire	<p>Consider the cost of the transport against the impact the opportunities have on the children and whole school? Cost definitely matches impact. We could not deliver our programme without this.</p> <p>Evidence: competition registrations</p>	To ensure a similar amount is allocated for competitions next year

Accountability

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

Document completed by:	Beth Conroy					Date:	14.7.23	
Document updated								

Received: £17,710

Spent (me): 15,172.12

Spent (office): £13,587.19

How to use & not use the funding

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

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

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

Sustainable improvement

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

Active mile

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

What your funding should not be used for

You should not use your funding to:

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

Capital expenditure

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

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

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

Accountability

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

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

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

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

Online reporting

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

Online reporting must clearly show:

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

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

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

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

Review of online reports

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

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

Payment dates for 2022 to 2023

Maintained schools, including PRUs and general hospitals

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

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

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

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

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

Academies, free schools and CTCs

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

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

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

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

Non-maintained special schools

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

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