



# 2022/2023 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.

## PE AND SCHOOL SPORT PREMIUM: THE PURPOSE

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2021 to 2022 academic year, to encourage the development of healthy, active lifestyles.

## VISION: GOVERNMENT VISION

All pupils leaving primary school will be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

## VISION: SCHOOL VISION

At Simon de Senlis we strive for all pupils to participate in physical learning on a regular basis in an environment where physical learning is valued and provides a pathway to a healthy lifestyle. The school will endeavour to inspire, excel, be active and provide a lifelong passion for physical activity and sport.

## 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 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 2022/2023

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 2022/2023

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2023/2024?
<ul style="list-style-type: none"> <li>Engagement of all pupils in regular physical activity</li> </ul>	<p>Key <b>ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>Playleader Programme developing to include year 3 pupils and Year 6 leading some training sessions</li> <li>New Lunchtime supervisors were employed, who encourage young people to be physically active during lunchtime and supported the young leader workforce to achieve this objective</li> <li>Additional resources purchased for active play at breaktime</li> <li>Playleaders workbook produced to provide resources for pupils and certificates and badges to reward achievements</li> <li>Regular Playleaders training at lunchtime to develop leadership skills</li> <li>Continued delivery for FA Shooting Stars programme for KS1 and KS2</li> <li>Year 6 young leaders and Sports Captains assisting at after school clubs</li> <li>Swimming curriculum for Y5,4,3. SU 60 children 6 weeks each year group</li> <li>Wake up Shake up all-year-round active breakfast club on Thursday/Friday mornings 8:00-8:40 Invitations to PP children and less active pupils has seen an increase in attendance</li> <li>Maintained active breaks for all year groups resources allocated to each year in trug and Playleaders given games to play with peers.</li> <li>Introduction of SEND swim training for staff</li> <li>SEND participation in Table Cricket and staff development</li> </ul>	<ul style="list-style-type: none"> <li>Development of the Sports Leader Role to involve them in leading activities in Clubs to support staff</li> <li>Advertise extra- circular clubs via newsletter/ notice board to increase attendance</li> <li>Continue to develop FA Girls Football programme and compete at intra school level</li> <li>Training Playleaders to support LTS</li> <li>Expansion of SEND activities and staff development particularly in swimming</li> </ul>
	<ul style="list-style-type: none"> <li>Impact on <b>PARTICIPATION</b></li> <li>Attended Girls football tournament</li> <li>PE provision provided 2 hours a week per year group.</li> <li>At least one session of PE by a specialist including dance</li> <li>UK Chief medical officer 'Physical Activity Guidelines 2019' recommendations of children to accumulate at least 60 minutes physical activity per day – 30 minutes in school achieved via clubs and active playground zones</li> <li>Pupils using the Real PE terminology improving</li> </ul>	

	<p><b>Impact on ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>• PE has maintained its status both in school and at home through regular newsletter communications</li> <li>• PE through the Jasmine platform has maintained its status. Children’s Physical activity is increasing</li> <li>• Staff are more confident using the planning cycle on the Jasmine Platform</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Profile of PE and sport is raised across the school as a tool for whole-school improvement</b></li> </ul>	<p><b>Key ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>• At least one PE session per week delivered by a PE specialist</li> <li>• Promote School Games Values via display and sessions</li> <li>• Up to date Learning cogs displayed in the hall</li> <li>• Playleaders promote and uphold School Games Values with stickers</li> <li>• Attended school Games Competitions of development, broadening and inclusion</li> <li>• Delivered training session on the Jasmine Platform to all staff on Training Day to develop knowledge and skills of the Multiability approach of REAL PE.</li> <li>• Regular Sports items in the weekly newsletter to promote local activities/clubs</li> <li>• Blog to highlight clubs and sporting achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety Policy to be reviewed and delivered new staff in September</li> <li>• Refresher Training for all staff on safety and equipment in September</li> <li>• Development of the inclusion programme share resources and initiatives with SU Team</li> <li>• Develop SEND swimming training programme</li> <li>• Ensure access to Project Ability competition and festivals as appropriate</li> <li>• Use of Learning nutrition to be evident in sessions</li> <li>• Monitoring of PE sessions</li> <li>• Introduction of REAL Dance to staff.</li> </ul>
	<p><b>Impact on PARTICIPATION</b> Staff confidence increased with each session and greater independence to deliver activities.</p> <p><b>Impact on ATTAINMENT</b> Safety policy shared and followed Competitions are well attended</p>	
	<p><b>Key ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>• More active profiles on the Jasmine Platform</li> <li>• More staff confident in use of Real PE resources,</li> </ul>	<ul style="list-style-type: none"> <li>• Training in SEND activities</li> <li>• New staff to receive Splash Cards Training ready for Swim programme in September</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Increase confidence and skills of staff in teaching PE and Sport</b></li> </ul>	<ul style="list-style-type: none"> <li>• New staff have also been mentored Autumn term by PE Co-ordinator and on how to deliver a PE session with ongoing support for the year</li> </ul> <p><b>Impact on PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>• Resources used across school and embedded in sessions</li> <li>• Children using the vocabulary of the learning cogs</li> <li>• Skills and standards show improvement</li> </ul> <p><b>Impact on ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>• Increased confidence as a subject lead for PE to train and support other teaching staff on the delivery of PE, dance, and gymnastics through the Jasmine platform. <ul style="list-style-type: none"> <li>• Improved confidence of staff to plan and deliver high quality weekly PE lessons ensuring consistency of approach and delivery across the school to aid transition from year to year.</li> </ul> </li> <li>• staff are now able to deliver weekly PE lessons using the Jasmine platform</li> </ul>	<ul style="list-style-type: none"> <li>• Audit use of Real PE resources-</li> <li>• To improve confidence in delivery and support of high-quality PE lessons with greater consistency of approach</li> <li>• More staff involved in extra-curricular provision</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Broader experience of a range of sports and activities offered to all pupils</b></li> </ul>	<p><b>Key ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>• Sports leaders assisting in the organisation of clubs</li> <li>• SEND Table Cricket skill development and participation in inter school competition</li> <li>• Increased participation of PP children in extra- curricular clubs</li> <li>• Average of 230 pupils signed up for sporting after school sports clubs per term</li> <li>• Continuation of Lunchtime football festival for KS2 pupils led by LTS/PE lead</li> <li>•</li> </ul> <p><b>Impact on PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>• All KS2 298 pupils benefit from dance sessions</li> <li>• Year 5 dance display at the Derngate Theatre</li> <li>• Clubs expanded to include basketball, girls football, arrows and ball skills KS1</li> </ul> <p><b>Impact on ATTAINMENT</b></p> <p>Wider cohort of children participated in development festivals Intra house competitions in KS2 year groups -introduction to the competition wheel</p>	<ul style="list-style-type: none"> <li>• Expand extra – curricular club provision</li> <li>• Investigate Chance to Shine – Cricket development and training to deliver session in school</li> <li>• Continue to Improve PP access to clubs</li> <li>• Provide invites to more PP children to improve access to clubs and competitions</li> <li>• Improve the percentage outcome of children accessing clubs across the school</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Increased participation in competitive sport</b></li> </ul>	<p><b>Key ACHIEVEMENTS</b></p> <p>PE lead prepared and organised pupils to compete in Northamptonshire School Games Inter-School competitions to include; Kurling, Quadkids, cross country, rugby, arrows, girls football, open football, athletics, School Games Values multiskills, Netball</p>	<p>Increase participation of girls in events Developing performance levels Gifted and talented recognised</p>

	PE Lead prepared and provided opportunities through PE lessons for approximately 298 pupils to access Intra-School Games competitions to include; Kurling, Boccia, Athletics, Dodgeball, Football, sitting volleyball, Multiskills	
	<b>Impact on PARTICIPATION</b> Promotion of School games values Increased fitness levels Team ethos encouraged	
	<b>Impact on ATTAINMENT</b> All pupils who had access to the competitions had the experience of the competitive nature of each sport in the broadening, developing and performance levels	

## SWIMMING: MEETING THE NATIONAL CURRICULUM REQUIREMENTS FOR SWIMMING & WATER SAFETY

- Swimming is a national curriculum requirement
- The 3 requirements for swimming and water safety are that by the end of key stage 2 pupils should be taught to:
  - swim competently, confidently and proficiently over a distance of at least 25 metres
  - use a range of strokes effectively, for example, front crawl, backstroke and breaststroke
  - perform a safe self-rescue in different water-based situations

### You can use your funding for:

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

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

Outcome	% of pupils achieving outcome					
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Swim competently, confidently and proficiently over a distance of at least 25 metres	54	59	61	N/A	62	66
Use a range of strokes effectively; front crawl, backstroke and breaststroke	69	81	67	N/A	64	62

Perform safe self-rescue in different water-based situations	40	49	45	N/A	34	33
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>	No	No	No	No	No	No



## PE & SCHOOL SPORT DEVELOPMENT PLAN

<b>2022/2023 Funding</b> ✓ Must be allocated and spent by 31 <sup>st</sup> July 2023		<b>£19,590</b>	<b>SUB TOTAL</b>	<b>19,590</b>
			<b>GRAND TOTAL</b>	<b>£19,590</b>
<b>Key outcome indicator 1:</b> Engagement of all pupils in regular physical activity	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£12,064</b> <b>61%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>	<b>£12,064</b> <b>61%</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> <b>% of total allocation:</b>	<b>£100</b> <b>1%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>	<b>£100</b> <b>1%</b>
<b>Key outcome indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£850</b> <b>5%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>	<b>£834</b> <b>4%</b>
<b>Key outcome indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£100</b> <b>1%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>	<b>£100</b> <b>1%</b>
<b>Key outcome indicator 5:</b> Increased participation in competitive sport	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£6455</b> <b>32%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>	<b>£6492</b> <b>33%</b>

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

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2023/2024?</i>
Ensure all pupils receive consistently high-quality curriculum PE lessons which allows each pupil to develop a good physical literacy	Track pupils progress in PE  Monitor and evaluate pupil's enjoyment and interest in PE lessons	No additional cost PE lead		How has the training and resources improved progression and learning in sessions?	Staff are able to increase the quality and quantity of activity within the curriculum.

	<p>Classroom observation of gross and fine motor skills</p> <p>Ensure all pupils have 2 hours of timetabled PE per week</p> <p>Ensure all lessons are well structured and show progression</p>			<p>What resources were accessed by staff?</p> <p>Show tracking of pupil progress.</p>	<p>Jasmine platform has active users and resources are evident in sessions</p> <p>Children able to clearly explain the learning cogs</p>
<p>Review the physical activity intensity levels of core curriculum lessons</p>	<p>Use the Active School Planner to complete Heat Maps for a range of classes and year groups</p> <ul style="list-style-type: none"> <li>- Use Heat Maps to reflect on current physical activity levels</li> <li>- PE Coordinator to work with class teachers to consider ways to increase activity levels</li> </ul> <p>Explore resources available to help increase physical activity levels in core curriculum, lessons</p>	<p>No additional cost</p>		<p>Produce Heat Maps for a number of classes Y4, Y5?</p> <p>Review Heat Maps over a number of academic terms to demonstrate change. How did the heat maps change?</p> <p>Develop a resource portfolio for all staff to access. How did the staff use the resources to increase activity?</p> <p>What changes did teachers make to increase the amount of activity within the curriculum?</p>	
<p>Extend opportunities for pupils to learn, develop and embed key leadership skills and qualities through a Young Leader workforce programme</p>	<p>Use and appropriate scheme of work to upskill a cohort of young leaders who will be suitably trained to deliver lunchtime activities, support with extra-curricular clubs a intra school competitions</p> <ul style="list-style-type: none"> <li>- Identify suitable staff to deliver the training to the leaders</li> </ul> <p>Identify a network of staff who can oversee the Young Leaders delivery and provide a system whereby they feel supported and can share concerns</p>	<p>lunchtime Play supervisors Staffing £6,144</p> <p>£60 Badges and bands resources</p>	<p>£6,144</p> <p>£60</p>	<p>How many Playleaders have been trained?</p> <p>How has the employment of Lunch Adult play support staff impacted the children?</p> <p>Evidence; Young Leader Log Books</p> <p>How many LTS training session have been completed?</p> <p>Evidence;</p>	<p>Regular meetings with Playleaders allow for continuous training and greater positive activity on the playground</p> <p>Playleaders support LTS and reward School Games values</p>

				Session Observations Reports Attendance registers	
To ensure PE provision provided 2 hours a week per year group and find ways to reach the UK Chief medical officer 'Physical Activity Guidelines 2019' recommendations of children to accumulate at least 60 minutes physical activity per day – 30 minutes in school	Ensure PE allocation per year group is timetabled  Encourage active play with adults trained in play development  Provide specialist input into PE sessions	Staffing £5860	£5860	How many hours of curriculum PE is allocated across the school?  How is the school showing that every child is offered/accessing 30mins of active minutes every day?  What is the impact of specialist staff and how the children learn within PE lessons?	MTP are shared and schemes are followed by all staff.  PE timetables show allocation of 2 hours per week and rota of hall/outside space evenly distributed.  Share of good practice to motivate staff and develop subject knowledge.

### 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 <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2023/2024?</i>
Bring together a cohort of pupils who will form the School Sport Organising Crew (SSOC) and who will influence provision and have a voice for pupils	Identify a cohort of pupils who can be the voice for the school on all matters PE and School Sport and can promote PE and School Sport in a positive manner - Nominate pupils who can be representative of a group of people Nominate pupils who can be trusted to fulfil School Games Values			SSOC meeting Minutes Celebration of changes within school  School Newsletters/Social media reports	Include House/Sports Captains in house competitions- organisers  Ensure Year 4/5 pupils are co-opted onto it to provide structure and longevity of its work due to the annual turnover of pupils
Increased access to extra-circular clubs and a higher percentage of PP children to attend	Raise the profile of clubs and expand the variety of sports on offer Invite PP children to attend taster sessions of wake up shake up	£100	£100	Which clubs have the most attendees?  What were the percentages of Girls/Boys /PP children?	Football and gymnastics clubs have most attendees  Girl's participation is increasing

	Add additional staff to organise a club Look into additional outside providers to increase amount of clubs Additional equipment for inclusive sports to be expanded into clubs			How many children accessed clubs?	
Sustain Gold Sports Mark	Ensure all elements of the Schools Games Mark are being met	No additional cost		Review updated framework on the School Games Dashboard	

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

INTENT	IMPLEMENTATION			IMPACT	
<b>Objective/intended impact</b> What do you want to achieve?	<b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i>	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	<b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2023/2024?</i>
Promote high quality teaching and learning from all staff	Undertake a training needs analysis of all staff Identify appropriate training workshops and teaching resources to support staff to further improve their quality of PE teaching	Jasmine Platform £850	£834	How has the training and resources improved progression and learning in sessions?  What resources were accessed by staff? whole school	REAL dance to be introduced to staff on the Jasmine Platform

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

INTENT	IMPLEMENTATION			IMPACT	
<b>Objective/intended impact</b> What do you want to achieve?	<b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i>	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	<b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2023/2024?</i>
Develop meaningful links to local sports clubs to develop a pathway for pupils to pursue	- Explore what local sports club are located near to school				Develop further existing links to Saints and Chance to shine FA football

<p>their interest beyond the school day</p>	<ul style="list-style-type: none"> <li>- Consider links to clubs where the sport/activity is already popular within school</li> <li>- Understand parental involvement in local clubs</li> </ul> <p>Only work with clubs who have their Club Mark Accreditation or are working towards it</p>			<p>What club links have been developed?</p> <p>Which children have benefited?</p> <p>PP children?</p>	<p>Develop more taster sessions</p> <p>Consider utilising coaches to upskill staff</p>
<p>Provide opportunities SEND pupils to access appropriately levelled competitions</p>	<ul style="list-style-type: none"> <li>- Identify SEND pupils and consider they abilities to access mainstream, inclusive or Project Ability competitions.</li> </ul>	<p>£100 Competition resources</p>	<p>£100</p>	<p>Incorporate inclusive sports into curriculum delivery</p> <p>Recruit SEND pupils who can take on leadership responsibilities.</p> <p>How many children with SEN accessed competitions?</p> <p>Intra- Inter-</p> <p>What impact did their participation have?</p>	<p>Links to SEND swim training to be developed</p> <p>Continue to offer SGV festival as well as intra school competitions</p>
<p>To have targeted provision for girls who are least active and/or those who have social/emotional need or those who have been most affected by Covid-19 to participate in regular physical activity</p>	<p>Development of the Shooting stars programme for KS1 and KS2</p>	<p>No Funding required</p>		<p>What is the number of girls who accessed club?</p> <p>Evidence - Registers</p> <p>How many girls have attended extra curriculum football?</p> <p>How many of these are PP /Disadvantaged</p> <p>What number of girls participated in the SSP Girls Football competition?</p> <p>What impact has the programme had on the children's health and wellbeing?</p>	<p>Tracking of the extra-curricular clubs.</p> <p>10 pupils competed in the Girls football and a zone on the playground has been allocated for girls only with higher participation.</p>

	Track data for attendance at Wake up Shake up breakfast club				
--	--	--	--	--	--

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

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2023/2024?</i>
Host a School Games Day that culminates in a year-round programme of PE and school sport	Plan and deliver a School Games Day that is inclusive of all children -Design a format to ensure all children are enthused to participate -Consider including personal challenges to encourage healthy competition -Upskill and deploy a cohort of young leaders -Share and celebrate achievements and overall performances	No additional costs PE lead		How many pupils participated in SGD?  Which activities will show a year-round programme of PE and school sport? KS1? KS2?  How do you ensure the event is inclusive?  <b>Evidence:</b> photo	Review of SGD shows development of skills and leadership in KS2
Provide opportunities for pupils to access Inter School Competitions	Access School Sport Partnership or Cluster organised Inter School Competitions - Ensure competitions are compliant with School Games formats - Ensure pupils are adequately prepared for the competitions Ensure teams meet the competition eligibility criteria	£1650 Supply cover for staff to attend events and resources	£1,630	What competitions did we attend?	Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future.

Provide opportunities for all children to access Intra-School Competitions	Organise and deliver a series of Intra-School competitions  Ensure activities are School Games compliant – consider accessing NSport resources -Deploy young leaders and/or staff to facilitate the opportunities -Consider how these competitions could be linked to the house system	£375 School Games affiliation	£375	How many children participated in at least one Intra-School competition?	Ensure staff are confident in delivery of intra- school events.  Ensure wider participation in event particularly KS1
Provide opportunities for all children to access personal challenge	Organise and deliver a series of Intra-School competitions  -Ensure activities are School Games compliant – consider accessing NSport resources -Deploy young leaders and/or staff to facilitate the opportunities -Consider how these competitions could be linked to whole schoolhouse systems	No additional cost		How many pupils participated in the intra school competitions?	Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future.  Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities.
Provide access to transport to enable pupils and staff to access opportunities		Cost of transport- £2730 Running cost- £1500	£2730  £0	Monitor the Minibus Log to consider the impact on the opportunities to attend a variety of sporting events.	
Profile PE and School Sport being raised across the school as a tool for whole school improvement	Maintain and upgrade equipment	£221 to improve sports resources	£1757	Review of Audit of resources  Team kit for competitions	More equipment was required to replace faulty equipment. Audit required in term 1 &2

				How has intra-school competition supported whole school cohesion and raising the profile of it across the school?	
--	--	--	--	---	--

### 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.

<b>Completed by:</b>	A Bland	<b>Date:</b>	19/11/22
----------------------	---------	--------------	----------

<b>Document updated</b>	A Bland 20/9/2023							
-------------------------	----------------------	--	--	--	--	--	--	--



## **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 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
- 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 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. 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.

## 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>