

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

Lings Primary School

HEAD TEACHER

Matthew Bushell

PE COORDINATOR

Anne Davies

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 Lings Primary School, we believe that PE is a subject that every child can enjoy and be successful in. This means that all children can create a positive relationship with physical activity and movement, and that their effort, work and progress will be recognised and celebrated. We feel that the role of PE lessons is to equip children with the skills, knowledge, behaviours and attitudes for them to choose to be active when staff are not around. We provide an inclusive and positive learning environment containing inclusive language and make every child feel valued. Lessons provide a clear focus for learning which every child feels are achievable and relevant. Every child can access all parts of the lesson and praise is mostly based around positive behaviours and progress.

We also believe that there should be opportunities for all children to be stretched and challenged to make the most amount of personal progress. This means that children may start an activity doing the same thing but can then progress through an appropriate level of challenge which will usually be different for different children. This personalised approach includes both their physical development as well as their broader skills and abilities, with children of all ages encouraged to take ownership of when they feel ready to move onto a greater challenge. Activities should be purposeful, enable children to have lots of goes and there should be large amounts of cumulative time where children have high heart rates and their muscles are warm and tired.

Key outcome indicators: Updated 2022/2023

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

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

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

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

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

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

- actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)

- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

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

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

Key outcome indicator 5: Increased participation in competitive sport

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

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

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2023/2024?
<p>1. Increase confidence and skills of staff in teaching PE and Sport</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • PE co-ordinator maintain the mentoring programme for staff new to Jasmine platform and PE curriculum. • PE co-ordinator CPD completed modules 1-3 on 'FA Disney Inspired Shooting stars online training'. • Y1/2 staff engaged in 24 hours of CPD tennis training to broaden their knowledge and understanding of the skills. <p>SPRING TERM</p> <ul style="list-style-type: none"> • Whole school staff engaged in Tag Rugby CPD through mentor lessons to enable broaden the curriculum and extra curricula offer. • KS1 staff have been upskilled on the 'Burst App' by PE co-Ordinator and Faye from Create. To improve competency in manging their class engagement with the PA programme for home delivery. • PE co-ordinator CPD webinar and training on 'The impact of Ofsted on the PE curriculum.' • PE co-ordinator 'My learning training' on Jasmine platform delivery of PE curriculum. • Pre-school lead complete 'My learning training' on Jasmine modules 1-4. • AD/TD complete L3 Forest School training course modules and assessments. 	<ul style="list-style-type: none"> • The PE co-ordinator will carry out lesson observations in conjunction with MB each term to support the teaching and learning of PE across the school. • PE co-ordinator will monitor the use of the Burst App and provide support for EYFS and KS1 staff. • PE co-ordinator will check and elevate the completion of my learning CPD of designated staff.

SUMMER TERM

- National Schools Golf Programme delivered and administered by TD in partnership with Golf Way.
- Staff CPD twilight training on the delivery of cricket skills through the Chance to Shine Programme.
- TD CPD update on the National Schools Golf Foundation Programme with Golf Way online.
- All staff offered Real Dance online CPD training from Faye Rogerson at Create Development and model lessons 17.04.23.
- Real gym training and mentoring by Faye Rogerson for AD, TD, BS, NW, CB, CM, EM,CC. Watching a delivery of a KS1 and KS2 gym lesson and discussing the curriculum maps. 12.7.23.
- TD complete 'My learning training' on Jasmine modules 1-4.

Impact on PARTICIPATION**AUTUMN TERM**

- Regular PE at school and home has been maintained regular ongoing CPD including new staff with an increase in home participation.
- Used the success of the 'Lioness' to inspire girls to participate in sport, embedding the 'Disney Shooting Stars' programme.

SPRING TERM

- Embedded home learning in EYFS through introduction of the 'Burst App'.
- Trained 16 members of staff on Burst.
- TD and AD on a L3 Forest School qualification and set up the Forest School setting-regular Friday afternoon sessions from 1-3 for Y1-Y6. 12 children participated for a 14-week block and staff.
- All children from pre-school up to Y6 had an opportunity to experience FS for a 2 hour session - approximately 400 children.
- MY Learning CPD online training available for PE to teachers and staff.

SUMMER TERM

- PE staff and Y3 / Y5 staff participated in cricket CPD opportunities ran by NCCC.
- YL always participated in playground-based cricket CPD ran by NCCC.
- PE co-ordinator and BS participated in Real dance training and curriculum mapping guidance.
- Whole school Real Gym training through model PE lessons for Y3 and Y2 staff.

Impact on ATTAINMENT**AUTUMN TERM**

- PE co-ordinator qualified to teach 'FA Disney Shooting Stars Programme.'

	<ul style="list-style-type: none"> • Staff more confident to deliver tennis activities and break and lunchtimes. • PE co-ordinator mentored new staff members to assist the delivery of PE sessions. <p>SPRING TERM</p> <ul style="list-style-type: none"> • All EYFS and KS1 fully competent to monitor and manage BURST for their class. • Increased number of children using Burst at home through home challenges set by class teacher. • A good Ofsted report highlighting the strength and delivery of PE and school Sport in our school along with good knowledge of the PE Subject Lead. • PE co-ordinator more confident in the teaching and delivery of Real dance for KS2 pupils. • Forest School established as part of the wider curriculum at school through weekly delivery of sessions from Forest School Leaders. <p>SUMMER TERM</p> <ul style="list-style-type: none"> • PE co-ordinator more confident in the teaching and delivery of Real Gym for KS2 pupils. • Y3 and Y5 staff now confident in the delivery of cricket sessions to their designated year groups. • National Golf Programmed refresher training completed by TD. 	
<p>2. Engagement of all pupils in regular physical activity</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • Full 6 weeks swimming programme for Y5 pupils - 60 children. • Active partnership with NLT and GYIM breakfast tennis club on a Thursday from 8:00am -8:45am. Y3-Y6 pupils across the academic year. • Y3 brain breaks with 5-10 mins Go Noodle activities. • Yoga breakfast Club Wed 7:45am -8:45am- 6 weeks- 15 children. Focus self-regulating techniques through mediation for anxiety and stress. • 2 hour scheduled curriculum PE lessons from YR – Y6 • Active breaks and lunches lead by YL from Y5- Y6 • NTFC stadium tour for 15 KS2 children and the history of the club • NTFC 1:1 mentoring scheme with Y4 pupils with Rhys. <p>SPRING TERM</p> <ul style="list-style-type: none"> • Full swimming programme from Y4 60 children for 6 weeks each. • Yoga breakfast Club Wed 7:45am -8:45am 6 weeks 15 children • Introduction of 'Burst App' for all KS1 children home & parental engagement. • NFL combine activities at break and lunch for 2 weeks engaging all pupils from Y1- Y6 • FA National Shooting Stars girls' afterschool football club for 12 weeks. 	<ul style="list-style-type: none"> • Swimming programme will be maintained for current academic year of 23-24 for Y4-Y6. • Real leaders programme will be maintained in the same format - delivered by PE co-ordinator and PE staff, along with SSCO. • A variety of extracurricular clubs will be embedded into the school offer, ran by PE team. • 2 hours of curriculum PE is timetabled for all years. • School has active break times ran by YL and monitored daily by PE team. • Burst App will be monitored by PE co-ordinator as to the percentage of users. • Schools' partnership with Saints will be maintained to offer opportunities to our children.

	<ul style="list-style-type: none"> • NTFC 1:1 mentoring scheme with Y4 pupils with Rhys. <p>SUMMER TERM</p> <ul style="list-style-type: none"> • Full swimming programme from Y6 60 children for 6 weeks each. • Yoga breakfast Club Wed 7:45am -8:45am 6 weeks 15 children • Introduction of 'Burst App' for all KS1 children home & parental engagement. • NTFC boys' afterschool club engaging the less able pupils – 20 children. 	
	<p>Impact on PARTICIPATION</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • Active breaks and lunchtimes through the YL programme provide opportunities for the children to have a positive experience interacting with others through free play and structured activities. • Continuing with the schools swimming programme from Y4-Y6 ensures the children are competent and confident around water a valuable lifestyle. • The GYIM breakfast club has been extremely valuable for our children access physical activity before school and a healthy breakfast to set them up for the school day physically and mentally. • Using brain breaks during academic lessons has improved the concentration levels of the learners which in turn improves their levels of work. • Regular 2 hours of PE for all year groups from YR to Y6 ensures. <p>SPRING TERM</p> <ul style="list-style-type: none"> • Increased confidence in water skills and swimming ability Y4 children. • Yoga club had a regular group of children attending weekly sessions approximately 30 pupils throughout the academic year. • Increased participation in physical learning at home through the Burst App. • Increased motivation and confidence for EYFS and KS1 staff to incorporate physical learning as weekly home challenges. • The NTFC club was well received targeting the least active cohort for a term. • Saints working with children from Y1-Y6 in curriculum PE and 2 afterschool clubs KS1 and KS2. <p>SUMMER TERM</p> <ul style="list-style-type: none"> • Increased confidence in water skills and swimming ability Y6 children. • 'Golf Way National Schools Golf Programme' delivered by TD in Y3 curriculum PE lessons for the term. 	
	<p>Impact on ATTAINMENT</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • NTFC mentoring scheme with a cohort of children from Y4 supported with the control and management of behaviour through physical and PSHE activities. 	

	<ul style="list-style-type: none"> All children on the NTFC programme made substantial progressive with their personal and social skills, whilst enjoying the physical aspects of the activities connected to football. All Y5 YL completed lessons 1-6 of the Real Leaders programme. <p>SPRING TERM</p> <ul style="list-style-type: none"> A good YL review from SSCO ECM visit, providing the school with a detailed action plan for future training and development. Saints programme well received by staff and children with approximately 55 children accessing the programme - targeting the least active children. 30% of EYFS and KS1 children active on Burst. <p>SUMMER TERM</p> <ul style="list-style-type: none"> 60 Y3 children participated in 'Golf Way National Schools Golf Programme' in curriculum PE lessons. 	
<p>3. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> Real PE assessment wheels are used by teachers to assess and record the children's progress in PE each term. These assessments inform the planning for the following term. The school's inclusive health check is completed in line with government guidance. All PE and Sport success are celebrated in Friday afternoon assemblies, school social media sites, newsletters, and certificates home. <p>SPRING TERM</p> <ul style="list-style-type: none"> Jasmine platform is accessible to all teachers along with ongoing development of Real PE, dance, and gym. Saints' day of rugby and community match day experience. Engaged in the NSSP competition calendar and enhanced school offer. <p>SUMMER TERM</p> <ul style="list-style-type: none"> Lings Primary have once again achieved the Platinum school games mark award for 22/23. YL ran a KS1 multi skills festival. YL ran the KS1 and KS2 sports days. <p>Impact on PARTICIPATION</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> The YL programme has been delivered to 30 Y5/ Y6 children. Baseline assessment for all years completed using the Real PE assessment wheels termly. <p>SPRING TERM</p> <ul style="list-style-type: none"> 60 children engaged with the day of rugby. 	<ul style="list-style-type: none"> The Assessment wheels will be completed each term by the PE staff and evaluated. The use of Jasmine platform as the teaching tool for PE will be maintained and be available for all staff to use with designated log ins. Lings will apply this year to keep the Platinum School Games status with support of our School Sports manger. Sports days and festivals will remain in the calendar ran by YL and PE co-ordinator and PE staff.

	<ul style="list-style-type: none"> • 20 children engaged in the Saints Community Match Day Experience. <p>SUMMER TERM</p> <ul style="list-style-type: none"> • All KS1 children engaged in the KS1 multi sports festival ran by 30 YL. • 400 children engaged in the KS1 and KS2 sports Days ran by the YL. <p>Impact on ATTAINMENT</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • Data obtained through the assessment wheels informed staff of the impact on the children participating in sport and physical education. Which will influence the future provision Of PE and school sport. • YL confidence and competence increased through the delivery of the YL programme and greater independence when leading. Acting as mentors for the new Y4 YL. <p>SPRING TERM</p> <ul style="list-style-type: none"> • Positive experience of live rugby at the Saints stadium, increased children’s motivation to participate in rugby afterschool club. <p>SUMMER TERM</p> <ul style="list-style-type: none"> • KS1 multi skills festival well received by all children and staff who participated. • Sports days were a great success with parents, children and teachers attending. Well organised by our YL and inclusive for all. 	
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • NLT tennis in curriculum PE lessons for 6 weeks (Y1-Y2) 120 children • Y5/6 and Y3/4 gymnastics lunchtime clubs • Ballroom afterschool clubs 3:30pm 4:30pm Y1/2 + Y3/4 + Y5/6 <p>SPRING TERM</p> <ul style="list-style-type: none"> • Y5/6 and Y3/4 gymnastics lunchtime clubs • KS1 and KS2 tag rugby afterschool club Saints 40 children 6 weeks • SAS project Nssp for 4 Y5 children and 4 Y6 children – Pinnacle climbing. • Ballroom afterschool clubs 3:30pm 4:30pm Y1/2 + Y3/4 + Y5/6 • NFL afterschool club 15 children. <p>SUMMER TERM</p> <ul style="list-style-type: none"> • Mobile climbing wall experience Y3 – Y6. • Y1/2 gymnastics lunchtime club. • KS2 gymnastic lunchtime club. • SAS project Nssp 4 Y5 children and 4 Y6 children – BMX Bike trail course. • Ballroom afterschool clubs 3:30pm 4:30pm Y1/2 + Y3/4 + Y5/6. • NLT tennis in curriculum PE lessons Y3-Y6 for 3 weeks. • Attendance at Get Active Festival at Overstone scout camp. 	<ul style="list-style-type: none"> • Will continue to be part of the enhanced school programme and actively participate in all levels of competitions throughout the calendar year. • Will maintain an extra curricula provision with wide selection of activities monitored by PE co-ordinator. • Will continue to participate in our dance programme and participate in the junior strictly events. • Will maintain our partnership with NCCC to offer chance to shine cricket experiences for our children and pathway to outside clubs for further development.

<ul style="list-style-type: none"> • All pupils from Y3-Y6 completed intra schools' competition at Northampton Lawn Tennis club. • Y5 & Y6 YL cricket training from a Chance to Shine Coach in 3 afterschool sessions. • All children from preschool to Y6 attended a Forest School session. Focus on developmental play, connecting with nature, through a variety of activities: fire building, den building, climbing and tool and craft activities. 	
<p>Impact on PARTICIPATION</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • 120 children experienced tennis in PE lessons (Y1-Y2) • 25 children experienced gymnastics clubs' autumn and spring term. • 90 children experienced ballroom dancing from YR- Y6. <p>SPRING TERM</p> <ul style="list-style-type: none"> • 40 children experienced KS1 and KS2 Tag rugby after school clubs. • 360 children experienced Tag rugby in curriculum PE lessons • 8 children experienced the SAS transition project activities throughout the year. • 55 children experienced ballroom dancing clubs this term. • 15 children experienced NFL after school club this term. <p>SUMMER TERM</p> <ul style="list-style-type: none"> • 240 children participated in a day of climbing. • 240 children participated in the NLT tennis tournaments at the club. • 36 participated in a KS2/ KS1 lunchtime gymnastics club. • 18 children participated in a chance to shine after school cricket club run by NCCC. • Approximately 400 children had a taster session in the Forest School area throughout the summer term. 	
<p>Impact on ATTAINMENT</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • The children in the gymnastic clubs were provided with a structured approach in the discipline to perform gymnastic routines during the autumn and spring terms. • All children attending the ballroom sessions were taught the basic steps of a variety of dances. Along with an introduced to technique and musicality. <p>SPRING TERM</p> <ul style="list-style-type: none"> • All children attending the NFL club were introduced to a new sport and the techniques and rules to play the game. • Tag rugby clubs formed the basis for all children to experience the skills of tackling, catching, running, passing, and tagging in skills-based games. <p>SUMMER TERM</p>	

	<ul style="list-style-type: none"> • All children from Y3- Y6 were able to participate in a climbing session on a mobile climbing wall, where they able to challenge themselves and overcome hurdles to achieve their personal best. • The experience of working with the NCCC coaches for girls’ cricket was an inspiration for many to follow a pathway in the sport outside of school clubs. 	
<p>5. Increased participation in competitive sport</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • Y5/6 Junior Strictly ballroom dancing competition Step by step. • Y5 multi -skills Nssp competition 30 children. • Y3/4 Nssp Tennis Festival 10 children. • Y5/6 Nssp Gymnastics competition L2 First place. • Y3/4 Nssp Gymnastics competition L2 first place. • Nssp archery competition L2 KS2. • Nssp L2 kurling competition KS1 + KS2- 1st place KS2 and 4th place KS1. • Personal best challenges and intra school competitions – Boccia, seated volleyball, archery <p>SPRING TERM</p> <ul style="list-style-type: none"> • Y3/4 Orienteering competition Nssp Overstone Scout Centre. • Y3 multi-skills Nssp competition 30 children. • Y5/6 L3 Nssp gymnastics competition -first place county finals. • Y3/4 L3 Nssp gymnastics competition – first place county finals. • Nssp kurling L3 competition KS2 – 1st place county finals. • Y3/4 Nssp L2 hockey competition – 2nd place. • Y3/4 ballroom came 1st. • Y1/2 ballroom came 4th. <p>SUMMER TERM</p> <ul style="list-style-type: none"> • Y1/2 and Y3/4 Junior strictly ballroom dancing competition Step by Step. • NLT schools finals Y3+ y4+ Y5+Y6. • Y5/6 Saints Rugby Schools competition. • National Flag Football – Regional competition Y5/6 Birmingham. • Lings Primary School won the National NFL UKFlag Football competition and will now travel to America to represent Team UK in the world championships. • Y5/6 Open cricket competition Nssp. • Y5/6 Nssp Bee Netball competition 5th place at L3 games. • Y3/4 hockey team 1st place at the L3 games. • KS2 orienteering team 2nd place at the L3 games. • Y6 Spirit of the Games Festival 60 children. 	<ul style="list-style-type: none"> • Sport and physical activity will remain a key focus for children at Lings primary school. • We will maintain our club links and pathways to external clubs for all children who wish to follow this route.

- Completion of a KS1 and a KS2 school sports day for all children ran by our dedicated YL.

Impact on PARTICIPATION

AUTUMN TERM

- Y5/6 Junior Strictly ballroom – 10 pupils.
- Y5 multi -skills NSSP competition- 30 children.
- Y3/4 NSSP Tennis Festival -10 children.
- Y5/6 NSSP Gymnastics competition L2 First place – 4 pupils.
- Y3/4 NSSP Gymnastics competition L2 first place – 4 pupils.
- NSSP archery competition L2 KS2 6- pupils.
- NSSP L2 kurling competition KS1 + KS2- 1st place KS2 and 4th place KS1. -8 pupils.
- Personal best challenges and intra school competitions – Boccia, seated volleyball, archery.

SPRING TERM

- Y3/4 Orienteering competition – 4 pupils.
- Y3 multi-skills NSSP competition - 30 children.
- Y5/6 L3 NSSP gymnastics competition -first place county finals – 4 pupils.
- Y3/4 L3 NSSP gymnastics competition – first place county finals – 4 pupils.
- NSSP kurling L3 competition KS2 – 1st place county finals – 4 pupils.
- Y3/4 NSSP L2 hockey competition – 2nd place – 6 pupils.
- Y3/4 ballroom – 10 pupils.
- Y1/2 ballroom – 8 pupils.

SUMMER TERM

- Y5/6 Saints Rugby Schools competition- 9 pupils.
- National Flag Football – Regional competition Y5/6 Birmingham – 9 pupils.
- Lings Primary School won the National NFL UK Flag Football competition and will now travel to America to represent Team UK in the world championships. 9-pupils
- Y5/6 Open cricket competition NSSP – 10 pupils.
- Y5/6 NSSP Bee Netball competition 5th place at L3 games. – 8 pupils.
- Y3/4 hockey team 1st place at the L3 games. 6 pupils.
- KS2 orienteering team 2nd place at the L3 games. – 4 pupils.
- Y6 Spirit of the Games Festival -60 children.
- Completion of a KS1 and a KS2 school sports day for all children ran by our dedicated YL. – 400 children.

Impact on ATTAINMENT

AUTUMN TERM

- Y5/6 Junior Strictly came 2nd.
- Y5/6 NSSP Gymnastics competition 1st place.

	<ul style="list-style-type: none"> • Y3/4 NSSP Gymnastics competition 1st place. • NSSP archery competition 2nd place. • NSSP L2 kurling competition KS1 + KS2- 1st place KS2 and 4th place KS1. <p>SPRING TERM</p> <ul style="list-style-type: none"> • Y3/4 Orienteering - 1st place. • Y5/6 L3 NSSP gymnastics 1st place. • Y3/4 L3 NSSP gymnastics 1st place. • NSSP kurling L3 competition – 4th place. • Y3/4 NSSP L2 hockey competition – 2nd place. • Y3/4 ballroom 1st place. • Y1/2 ballroom – 4th place. <p>SUMMER TERM</p> <ul style="list-style-type: none"> • Y5/6 Saints Rugby Schools competition – 5th place. • National Flag Football – Regional competition -1st place. • National Flag Football finals – 1st place. • Y5/6 Open cricket competition - 2nd place. • L3 Y5/6 NSSP Bee Netball competition 5th place. • L3 Y3/4 hockey team 1st place. • L3 KS2 orienteering team 2nd place. 	
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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	61%	46%	63%	43%	28.3%
Use a range of strokes effectively; front crawl, backstroke and breaststroke	26%	30%	32%	14%	24%
Perform safe self-rescue in different water-based situations	55%	23%	30%	14%	31%
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	No	No	No	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)		SUB TOTAL	£19,350
Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	£8,052.50 41.61%	Actual expenditure: % of total allocation:	£8,052.50 41.61%
Key outcome indicator 2: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	£223 1.52%	Actual expenditure: % of total allocation:	£223 1.52%
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:	£6,657.50 34.40%	Actual expenditure: % of total allocation:	£6,657.50 34.40%
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	£3,417 17.65%	Actual expenditure: % of total allocation:	£3,417 17.65%
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	£1,000 5.16%	Actual expenditure: % of total allocation:	£1,000 5.16%

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	Staff to be supported by experienced PE Coordinator to ensure lessons progress within the required parameters throughout the year and resources are used appropriately (Mentoring) Provide opportunities for staff to work with external sports specific tutors to upskill them in a range of skills include health and well-being management. Martial Arts – Bullied to Black Belt	£2,130	£2,130	What training opportunities were accessed by staff? AD mentor EYFS staff with delivering Real PE, dance, gym sessions through model lessons along with support for 'Burst App'. New home learning PA programme, supported by Faye from Create. All staff offered CPD in: Real dance online 17.4.23 with key focus KS1. Model lessons on 19.4.23. AD 'FA Barclays for girls Football CPD' Shooting stars modules 1-3. 22.11.22/29/11/22/6/12/22	Schemes of work are revised. Good practice and learning from courses are shared within whole school meetings. Resources are available and shared with all staff

Y3, Y4, Y6 - 12hours of curriculum PE	£1,500	£1,500	AD Impact of Ofsted on the PE curriculum training and webinar Create- 17.2.23 + 15.2.23.
Barclays Girls Football CPD training – inspired by Disney – 3 online training modules.	£0	£0	Upskilled staff through external coaches’ development model lessons TA and staff to attend weekly PE sessions.
Gymnastics – core curriculum provision	£3,175	£3,175	AD/TD Real Leaders online training 12.10.22
Cricket – Chance to Shine Programme 24hrs curriculum cricket in PE summer term 2- Y3 & Y5 Whole school assembly Young Leader cricket training 3 sessions at YL club Teacher staff training twilight session- introduction online resources and practical sessions After school club girls only cricket 4 sessions summer 2.	£0	£0	Teacher CPD cricket with Matt Long twilight session 14.6.23. AD Subject Leader training modules online from Create. TD Golf way training online. What resources were obtained? Disney Inspired Shooting Stars online programme and hard copies. Chance to Shine online resources and programme plus hard copies of lesson plans. Real Leaders online and hard copy lesson plans and manuals to deliver programme.
Tennis NLT - 6 weeks programme covering 24 hours of curriculum PE teaching Years 1 & 2. 120 children involved. Autumn Term 1	£0	£0	Subject leader training access to my learning platform on ‘Jasmine’ for CPD.
Y3,4,5,6 2 hours of PE curriculum coaching per class in preparation for NLT tennis tournament.	£0	£0	Full access to Jasmine platform for teachers for 1 year. Golf way online resources and hard copies of lesson plans. Access to ‘Burst App’ for all KS1 teachers and PE co-Ordinator with supporting documents. Primary tennis lesson plans and activity cards hard copies. New gymnastics programme resources online and hard copy manual.

				<p>How have training and/or resources contributed to improved PE provision?</p> <p>Improved staff confidence in delivery and understanding of our PE curriculum providing them with the knowledge and ability to answer questions successfully on ofsted visit 28.3/29.3. Ensure there is a consistency of approach in delivery from Yr-Y6 providing a smooth transition for the children at each key stage bridging the gaps as required.</p> <p>Access to jasmine for the teachers allows them to see the learning journey through the PE curriculum.</p> <p>Evidence: curriculum planning, timetables, lesson observations, children's feedback, children's academic progress</p>	
<p>To sustain high-quality PE provision throughout the school ensuring staff deliver PE to the same level and staff can track progress through the assessment wheel (real Legacy)</p>	<p>Use Jasmine to provide a structured and developmental approach to delivering PE across the whole school.</p> <p>Use the Assessment wheel to sure that staff are delivering lesson that meet the needs of the young people – use the assessment wheel to adjust level of delivery depending on ability of the class.</p>	£1,247.50	£1247.50	<p>How have the assessments wheels been used to differentiate lessons?</p> <p>Assessment wheels are used to identify and develop any gaps in the children's physical literacy for each year band and to also offer challenge to the more able. The wheels also identify for the PE co-ordinator key indicators that are not being met across the school so that interventions can be put in place for next terms delivery of sessions. They also are used to support the inclusivity of all lessons so that children can develop at their own pace and therefore consolidate their physical literacy.</p>	<p>Continue to explore how Jasmine can be used to enhance teachers' confidence to deliver PE ensuring the best possible outcomes for the children.</p> <p>Keep up to date with training opportunities.</p> <p>Include within staff training/meetings</p>

				<p>How have staff utilised the programme to differentiate their lessons?</p> <p>Teachers have used the wheel to ensure the lessons are attainable for all children and challenging for the more able. The wheels show areas as a class or school where there is need for an intervention to reach the required standard for the key stage or age.</p>	
<p>Understand the local, regional, and national PE, school sport and physical activity landscape</p>	<p>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.</p> <ul style="list-style-type: none"> Register with organisations considered experts within the field of PE, school sport and physical activity i.e., School Games, Youth Sport Trust, Sport England, Northamptonshire Sport, AfPE 	£0	£0	<p>What local, regional, or national events or campaigns have the school engaged in?</p> <p>Fully committed to the school games programme through NSSP. Worked with Football Association to inspire more girls into football and sport. 'Disney Shooting Stars' training and delivery of girl specific club for autumn and spring term. Government Get Active initiative week creative games activities. Completed a multi-skills festival whole school 19.6.23. NFL Schools combine challenges wc20.3.23.</p> <p>Who have these opportunities benefited the most?</p> <p>Whole school</p> <p>What is the legacy, of the children/staff's engagement in these opportunities?</p> <p>Increased confidence of YL in delivering multi-skills festivals to whole school. Positive impact on all participants to physical activity and a desire to be active outside school. Inspired more girls to become</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>

				<p>physically active and enjoy sports, greater uptake in girls attending clubs. PE co-ordinator CPD knowledge enhanced with new 'Disney themes' use of online and physical resources.</p> <p>Evidence: photos, observations, training opportunities</p>	
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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?
Have tailored opportunities that attract children who are least active or engaged in PE and sport.	Plan and deliver a tennis specific breakfast club programme for years 3-6 throughout the academic year; tennis activity & healthy breakfast to be included in the weekly programme, for an identified cohort of children.	£223	£223	How many children have accessed the programme over the term/academic year? 50 children from Y3-Y6 have accessed the programme. What impact has the programme had on the children's health & well-being, attendance, attainment? For many of the children it has improved their health and being by removing the stigma to PA and demonstrating that it can be a positive experience. Many of the children have progressed on from this club to other after school clubs and greater engagement in their PE lessons. The children are more engaged and ready to learn in their academic lessons and have the confidence to answer questions in class. Evidence: Registers, photos, pre and post programme survey, Teacher	Track the transition of children into extra-curricular clubs and provision in the community. Upskilling and deployment of staff and young leaders Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities

				observations, school reports, assessments	
	<p>Plan and deliver an 18 week - KS2 morning yoga and Pilates club Wed 7:45-8:45. Karoline</p> <p>Key focus: Self-regulating stress and anxiety through breathing techniques and a variety of yoga poses and meditation.</p>	£0 (School budget)	£0	<p>How many children have accessed the programme over term/academic year?</p> <p>40 children have accessed the yoga programme from Y3-Y6.</p> <p>What impact has the programme had on the children's health & well-being, attendance, attainment?</p> <p>All participants awareness of health and wellbeing has improved and confidence to discuss challenges they face. Children have been able to use techniques taught in the sessions to support a positive approach to stress and anxiety across all aspects of school life. Attendance at school ready to learn has improved from the children attending the club.</p> <p>Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments</p>	<p>Track the transition of children into extra-curricular clubs and provision in the community.</p> <p>Upskilling and deployment of staff and young leaders</p> <p>Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities</p>
	<p>Partnership with Northampton Town Football Club Educational packages (NTFC):</p> <ul style="list-style-type: none"> 1-2-1 Mentoring Activity Club 12 children will access a 6-week intervention programme using sport and physical activity to address wider social needs. Further capacity to provide additional intervention for identified children in the summer term. 	£0 (School budget)	£0	<p>How many children have accessed the programme over the Spring/summer term?</p> <p>12 children from Y4 have accessed the 1:1 mentoring programme over the spring/ summer term.</p> <p>30 girls attended the girl's football after school club.</p> <p>21 boys attended the boy's afterschool club.</p> <p>15 children attended a Cobblers stadium tour.</p>	<p>Track the transition of children into extra-curricular clubs and provision in the community.</p> <p>Upskilling and deployment of staff and young leaders</p> <p>Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities.</p>

	<ul style="list-style-type: none"> • Lunchtime activity club Any child in any year group can access structured and organised activities. <p>Afterschool Club 20 girls accessing an afterschool football skills and training programme linking to the national Shooting Stars programme FA. Summer Term the club will be a boy's football club.</p>			<p>What impact has the programme had on the children's health & well-being, attendance, attainment? Girls' interaction with physical activity and particularly football has been raised in the school through the delivery of the programme. A greater uptake in participation in other PA afterschool clubs by participants. Girls learnt the values of self-discipline, control and resilience when faced with challenges and strategies to overcome these hurdles. The 1:1 mentoring session supported the class teacher in the development of the children's PSHE skills and particularly communication and friendship circles to feel part of a community. The boys club supported the less confident boys to enjoy a relaxed and safe environment to learn football skills and teamwork.</p>	
Review physical activity time and intensity levels across the curriculum timetable	<p>Use the Active School Planner as a tool to visually demonstrate to staff when during the day children are inactive.</p> <ul style="list-style-type: none"> • <i>PEC to assist teachers to produce a Heat Map for their class.</i> • <i>PEC to review the Heat Map with the class teacher.</i> • <i>PEC and class teacher to consider and embed news ways of delivering aspects of the curriculum in a more physically active way.</i> <p><i>Active planners for autumn and Spring Term Y3-Y6</i></p>	£0	£0	<p>What did the 1st phase Heat Maps look like? Completed Heat maps for Y1-Y6 Autumn Term. Most year bands demonstrated a sedentary approach to learning for core subjects with increased opportunities for active learning in the wider curriculum subjects. What did the 2nd phase Heat Maps look like? Completed Y1-Y6 Heat Maps summer term. All year bands demonstrated increased opportunities for active learning across the curriculum.</p>	<p>Staff see the use of a visual tool to enable them to consider and instigate change.</p> <p>SLT understand and value the tool and encourage staff to undertake on a termly basis.</p> <p>Staff can 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>Did the teacher change anything to increase the amount of time the children were active within the curriculum?</p> <p>Y3 use 5-10 mins brain breaks with Go Noddle for core sessions. KS1 use just dance and yoga relaxation programmes for short bursts of activity throughout the day to support a calmer learning environment.</p> <p>Can the school demonstrate that every child is offered/accessing 30 active minutes each day?</p> <p>Active breaks and lunchtimes ensure all children can achieve the 30 mins each day, with exciting new resources to interest the children. NLT physical activity breakfast club for each year group throughout the year. Y3/4 autumn term. Y5 Spring term and Y6 summer term.</p> <p>The implementation of the new 'Burst App' for all KS1 children to improve PA at home working with the families. Improved our children's PA times outside of school.</p> <p>Evidence: A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</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> • <i>Provide opportunities for all children to 'learn to lead'.</i> 	<p>£0 (Teacher CPD costs outlined in section 3)</p>	<p>£0</p>	<p>How many hours of curriculum PE is each year group receiving?</p> <p>Every year group has 2 hours of curriculum PE timetabled in each term. EYFS also incorporate active free play into their curriculum above and beyond the 2 hours.</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>Implement real PE 'Burst App' primarily for EYFS, Year 1 and Year 2</p> <p>Focus: to develop parental engagement and increase physical activity in the home.</p>	<p>£392.50 (School budget)</p>	<p>£0</p>	<p>How do you ensure that every child is reaching their PE potential? The Jasmine platform and PE curriculum is aligned to ensure every child's learning journey is unique to them and offers challenges at all levels. The idea being they will become reflective, autonomous learners.</p> <p>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?</p> <p>Children as young as reception are encouraged to direct their own learning through our PE curriculum of Pe, dance, gymnastics. Opportunities are embedded in all 3 programmes to share ideas with peers, lead an activity, control feedback to others through lesson reviews. The learning nutrition/behaviours protocol supports children to see their progress in teaching /leading others. It is assessed 3 times a year and recorded on the assessment wheels. We also have the Real Leader programme which is available to Y4-Y6 to apply for to enhance leadership skills.</p> <p>How have parents and families used the app? KS1 Parents have engaged well with the new Burst App by encouraging the children to follow the challenges set. At present we have 61 children</p>	<p>Good practice is shared in department and whole school meetings.</p> <p>Schemes of work are well written and shared with all staff</p>
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				<p>regularly active on the App clocking up 698 mins of PA.</p> <p>What impact has the app had? The App has improved the children's physical literacy skills and reinforced a positive FUN approach to PA for all the family at home. It has also supported the development of parents and child engagement mirroring what is taught in school PE lessons. The children active on the app demonstrate a higher skill base in PE lessons and develop further in skill progressions and social skills.</p> <p>Evidence: Curriculum timetables, short, medium, and long terms planning, photos, Assessment, behaviour, enjoyment</p>	
Using the natural environment to provide outdoor physical learning opportunities	Using Forest Schools ethos develop and deliver a comprehensive programme of outdoor learning for an identified cohort of children.	£1790 (School budget)	£0	<p>What has the programme entailed? AD/ TD completed the L3 Forest school training from Sept 22-Sept 23 12 -14 weeks of weekly 2-hour FS sessions on school site. Activities including, bushcraft, fires, shelter building, climbing, digging, crafts, tools, bug hunting, connection to nature are just a few.</p> <p>What impact has the programme had on the whole child? FS is a holistic approach to learning that is driven by the individual child's desire and interests. In this way each child develops a sense of belonging not only to a community, but also nature and the whole school setting. FS develops an inquisitive, creative mind, full of wonder and ore. Friendships, communication skills, fine and gross motor skills all</p>	<p>Maintain staff qualification and up to date methodologies.</p> <p>Schemes of work written and evaluated prior to next programme delivery.</p> <p>Upskill more staff to expand the provision of the programme.</p>

				<p>develop through play and exploration in an outside setting.</p> <p>What impact/effect do parents/family perceive the programme to have had?</p> <p>For our SEND/ EAL children's parents have seen a positive impact on their child's communication, speech, and language skills. Increased confidence and engagement in the wider school curriculum. Enthusiasm and positive imagine of school life and increased social/ personal skills. A love of being outdoors working in nature, creating crafts, with a variety of materials.</p> <p>How do the children feel they have benefited for participating in outdoor learning opportunities?</p> <p>The children feel they understand nature more and have a greater</p>	
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Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement

INTENT		IMPLEMENTATION		IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
Continue to be a Northampton SSP Enhanced School	<p>Ensure opportunities are added to the school diary at the earliest opportunity.</p> <p>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</p>	£3,250	£3,250	<p>What has the school gained by being an SSP Enhanced School?</p> <p>A comprehensive sporting calendar which offers opportunities to participate in a wide variety of competitions. Support of an effective SSCo through the YL programme and regular engagement meetings.</p> <p>Multi-skills festivals for Y3-Y6</p>	Internally review and evaluate the school's engagement against the outcomes of the programme – what have been the school's greatest achievements, could these outcomes be gained by other means?

	<i>delivery, embedding and review of the real Leaders programme</i>			<p>throughout the year and local enhanced sporting competitions. Which groups of children/adults within your school have benefited the most?</p> <p>All children have benefited from the engagement with the SSP.</p> <p>Evidence: Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events</p>	
To sustain high-quality PE provision throughout the school ensuring staff deliver PE to the same level and staff can track progress through the assessment wheel (real Legacy)	<p>Use Jasmine to provide a structured and developmental approach to delivering PE across the whole school.</p> <p>Use the Assessment wheel to sure that staff are delivering lesson that meet the needs of the young people – use the assessment wheel to adjust level of delivery depending on ability of the class.</p>	£1,247.50	£1,247.50	<p>How have the assessments wheels been used to differentiate lessons? Assessment wheels are used to identify and develop any gaps in the children’s physical literacy for each year band and to also offer challenge to the more able. The wheels also identify for the PE co-ordinator key indicators that are not being met across the school so that interventions can be put in place for next terms delivery of sessions. They also are used to support the inclusivity of all lessons so that children can develop at their own pace and therefore consolidate their physical literacy.</p> <p>How have staff utilised the programme to differentiate their lessons?</p> <p>Teachers have used the wheel to ensure the lessons are attainable for all children and challenging for the more able. The wheels show areas as a class or school where there is need for an intervention to reach the required standard for the key stage or age.</p>	Continue to explore how Jasmine can be used to enhance teachers’ confidence to deliver PE ensuring the best possible outcomes for the children

<p>Retain Platinum School Games Mark Award</p>	<p>Use the 2022/2023 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"> • <i>Collect necessary evidence throughout the year.</i> <p><i>Share scheme with all staff and ask for their support to achieve desired award level</i></p>	<p>£0</p>	<p>£0</p>	<p>How did planning and reviewing your school's position against the criteria lead to positive changes within the school?</p> <p>Achieved Platinum School Games mark for 22-23</p> <p>How has the award improve/changed the profile of PE, school sport and physical activity within the school?</p> <p>The school already has a high profile for PE and School Sport which is embedded in our PE curriculum and school ethos. Our children are offered an extensive extra curriculum clubs' calendar throughout the year and a variety of opportunities to attend sporting competitions. The introduction of FS has only enhanced the opportunities our children have to be active outside. The award highlights the importance that PA has not only on the child's health and well being but staff as well.</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>
<p>Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce</p>	<p>Use the real Leaders scheme of work to upskill a cohort of confident and knowledgeable young leaders.</p> <p><i>Use the real Leaders Action Plan to support in the planning and implementation of the training</i></p>	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£0</p>	<p>How many young people have accessed core leadership training?</p> <p>20 Y5 Young Leaders and 10 Y6 Young Leaders</p> <p>What roles were the young leaders deployed to undertake? What impact did they have on whole school?</p> <p>All YL run our active breaks and lunchtime activities throughout the term on a rota basis.</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>

				<p>Running of all personal challenge competitions and inter schools' competitions throughout the year. Planning and running the KS1 and KS2 sports day Planning and running the KS1 Multi skills festival. Running the NFL combine activity week Spring Term. Part of the SSOC.</p> <p>What has this training given the young leaders? The training has provided the Y6 YL with a bridge to leadership at upper school with the opportunity to mentor the Y5 YL. For all YL it has increased their, self-confidence, communication, organisation skills, and resilience to overcome hurdles that they may face in life. For some an outlet to thrive and shine supporting and developing others.</p> <p>Evidence: photos, deployment plans, observations</p>	
<p>Bring together a cohort of young leaders to form the School Sport Organising Crew (SSOC) who will influence and have a voice for all children in all things PE, school sport and physical activity</p>	<p>Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school.</p> <ul style="list-style-type: none"> • <i>How young leaders will be recruited fairly.</i> • <i>How the meetings will be structured and items to be discussed – can there be a 2-way process with the main school council?</i> <p>Attend Young Leader Conference on Thursday 30th March 2022</p>	£0	£0	<p>What were the main objectives for the group? To plan and deliver a comprehensive intra- school competition calendar with the PE Co-Ordinator. To support with increasing PA across the school through active breaks and lunchtime activities. To maintain and run an effective SSOC sharing the views of their peers to create our school programme.</p> <p>What did the group action, influence, or change?</p>	<p>Ensure Year 4/5 children are co-opted into the group to provide sustainability and continuation within the group year on year.</p> <p>SLT to consider ways to provide the group with meaningful opportunities for influencing and decision making within the whole school.</p> <p>Provide a suitable platform for the voice of the children to be heard and taken seriously</p>

				<p>Designed and planned a KS1 Multi - skills festival summer term.</p> <p>Ran all school personal challenges and intra-school competitions.</p> <p>Ran KS1 and KS2 sports day summer term.</p> <p>Completed the Active Learning challenge set by NSSP.</p> <p>What impact did this group of children have on the whole school?</p> <p>Increased opportunities for all our children to enjoy PA at school in a fun and exciting way which was inclusive of all.</p> <p>Well run KS1 multi-skills festival along with a KS1 and KS2 sports day.</p> <p>Evidence: meeting minutes, reports, celebrations</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"> • <i>Use a noticeboard and/or school digital system to publicly share success from within and outside of school.</i> • <i>Use social media to highlight school sport success and progress within PE.</i> <p><i>Consider how the School Games Values or school values could be used to reward behaviours</i></p>	£0	£0	<p>What has been celebrated?</p> <p>All sporting achievements inside and outside school are celebrated in Friday afternoons celebration assembly- Personal challenge, intra-school competitions, swimming awards from school, new Burst app badges achieved, medals from competitions, achievements in PE.</p> <p>How has it been celebrated?</p> <p>It has been celebrated through certificates, badges, medals, trophies, in Friday's celebration assembly. Twitter, Facebook posts celebrating sporting success, newsletters, and school websites.</p> <p>Overall house points weekly in assembly and then the trophy in the summer term to house with most points.</p>	<p>Regularly update noticeboards and social media platforms</p> <p>Engage children to contribute to school newsletters and/or managing the noticeboards.</p>

				<p>How have children be rewarded and recognised for their efforts and achievements? Certificates, medals, trophies, recognition on weekly newsletter, letters home, recognition on class Facebooks and websites. Evidence: newsletters, blogs, social media, photos, assemblies</p>	
<p>Provide opportunities for children to use sport as a vehicle to engage in core curriculum subject areas (KS2)</p>	<p>Sustain links with Northampton Saints RFC – Community Development to deliver a bespoke curriculum and extra-curricular programme.</p> <ul style="list-style-type: none"> • <i>Provide a timetable of activity for Years 1, 2, 3,4,5, 6.</i> • <i>Nominate staff to accompany children ensuring staff use this project as an opportunity for CPD.</i> • <i>Whole school extra-curricular clubs via an experienced and qualified rugby coach – KS1 & KS2 club (6-week programme)</i> • <i>Whole day of rugby at the school for Years 1-6 led and coordinated by Northampton Saints RFC</i> • <i>Stadium Tour in summer term 1 with an intra-school competition integrated into the experience.</i> <p><i>Northampton Saints Tag rugby tournament at Franklins Gardens for Year 5/6 on 9/6/2023</i></p>	£2160	£2160	<p>What were the objectives of the physical curriculum? Physical skills, ball skills- throwing catching, agility, balance, coordination, spatial awareness. teamwork, respect, enjoyment, discipline, sportsmanship. Key focus of structured skills through a multi skills approach and small games scenarios. How many children benefited from the sessions? Whole school benefited through varies avenues, curriculum lessons, after school clubs, enrichment days and projects. What was the impact on the school from the whole day experience? A positive, motivational experience to inspire all children of all ages to be PA no matter what ability they are. Fun and development is key to all the saint’s programmes. Great for the children to interact with local heroes the Saints players and discuss their journey through sport. Evidence: project itinerary, achievement certificates, photos, registers, reports, social media.</p>	<p>Schemes of work are elevated and revised to fit the school needs.</p> <p>Good practise and learning from coaching are shared within whole school meetings, preparing staff to lead after-school clubs with any age group.</p> <p>Resources are available and shared with all staff.</p>

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	Gymnastics Club Year 1-2 Gym Club Year 3-4 Gym Club Year 5-6 Gym Club School based extra-curricular programme Dodgeball Club NFL Club Y1/2 Ballroom Club Y3/4 Ballroom Club Y5/6 Ballroom Club KS1 Sports Club KS2 Sports Club Young Leaders Club Yoga club Rugby Club (Northampton Saints) KS1 Club KS2 Club	£927 £2,130 £360	£927 £2,130 £360	What percentage of children accessed an extra-curricular club for at least 6 weeks (half a term)? 87% of children have accessed an extra-curricular club for a half term from Y1 – Y6. What were the percentages of girls and boys, and years groups represented within the clubs? Open to all and an evenly split between boys and girls. Which clubs were the most popular? All clubs were oversubscribed and had waiting lists, but sports club was the most popular. How did the children benefit from this provision? The children benefit from the provision through increased opportunities to experience new activities, build self-esteem, confidence, improve mental health and well-being, learn new skills, and have a positive outlook on PA for life. They also benefited by sign posting to clubs outside school with positive links to as Step-by step, Titans NFL, Northampton	Evaluate attendance at each club and adjust offer accordingly. Use child voice to influence and engage specific cohorts of young people

				Trampolining and Gymnastics Academy and Casuals RFC. Evidence: registers, photos	
	Hire mobile climbing wall + 2 instructors for whole school 'Experience Day' in the summer term for KS2.	£750 (School budget)	£0	<p>How many children were involved? 240 pupils involved in the climbing wall experience.</p> <p>What impact did the experience have on the children? It supported the children to face their fears and overcome barriers to achieve their personal best. A positive new experience of climbing and inspire some to try this again at an external club. Building class teamwork and supportive nature to ensure all classmates have a good experience.</p> <p>How did the experience contribute to other aspects of the children's learning and social development? The main of development for all children was growth mindset and a positive approach to challenges. This skill is a valuable skill to transfer to all areas of the curriculum along with personal development.</p> <p>Evidence, attendance registers, photos, parent, and child feedback, social media</p>	Evaluate attendance at each club and adjust offer accordingly. Use child voice to influence and engage specific cohorts of young people
Develop meaningful links to local sports clubs to develop pathways for children to move from school to community	Acquire knowledge about local community sports providers. • Consider links to clubs where the sport is either popular within school or attendance at clubs is high.	£0	£0	<p>What clubs have you developed links with? Corby Gymnastics academy Step-By- Step Dance School Casuals' rugby Club Northampton lawn Tennis</p>	Use qualified and experienced coaches to upskill school staff to extend opportunities within school for a desired sport.

	<ul style="list-style-type: none"> • <i>Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards.</i> <p><i>Consider how the relationship can be reciprocal</i></p>			<p>Northampton Trampoline & Gymnastics academy Brampton Heath GC Ducks NFL</p> <p>Why were these links chosen? Staff member links with a clear pupil pathway with previous success. How have children and/or staff benefited from the partnership? Clear pathway for staff and children to pursue their interest beyond school.</p> <p>Evidence: School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</p>	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	<p>Access the Partnership's Student Aspiration Squad project.</p> <ul style="list-style-type: none"> • <i>Identify a cohort of children who meet the outlined criteria.</i> • <i>Identify a member of staff to support and accompany the children.</i> <p><i>Celebrate the achievements of these children within school and with their families</i></p>	£0 (Incl. in Enhanced Membership)	£0	<p>How many children were involved? 4 Y5 children 4 Y6 children</p> <p>What did the project involve? BMX Bike Park Delapre. Pinnacle Climbing Wall</p> <p>What did the children achieve/again from being involved in the project? Improved resilience and self-confidence and teamwork. Building friendships to support transitions to new classes. A greater understanding of their own ability when faced with challenges in life to overcome them.</p> <p>How did/will the activities support them to develop confidence, self-esteem, social skills? The activities challenged and motivated the children to achieve their personal goals in a safe environment. They helped the children share fears with other like-</p>	<p>Staff to continue to track progress in identified learning areas.</p> <p>Support children to transition into extra-curricular opportunities</p>

				<p>mindful children to know that they are not alone in these feelings. It is good to share concerns before too big.</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? 6 children 2 from Y4, Y5, Y6</p> <p>What impact has the opportunity had on the child (ren)?</p> <p>It has provided the children with the opportunity to challenge themselves in new activities to achieve personal goals. It also allowed the children to build friendships with children from other schools.</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 our Intra-school competitions are inclusive of all from KS1 -KS2 as they are completed in PE lessons or breaks and lunches.</p>	<p>Incorporate inclusive sports into core curriculum lessons.</p> <p>Provide opportunities for children with SEND to undertake leadership training</p>	

				<p>Inter-School competitions: Kurling KS1 & KS2 Boccia KS2 Archery KS2. All these competitions we entered were SEND specific. As a school we do not distinguish between SEND in development, broadening or competitive competitions. If there is an interest and they meet the criteria, they are entered into the team. All our teams are inclusive to all children. What impact did their participation in a competition have on them? All children have a positive experience when competing in a NSSP competition and are extremely proud to represent the school. Evidence: photos, teacher observation, team declarations</p>	
Host a School Games Day that culminates in a year-round programme of PE and school sport	<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>How many children participated in the School Games Day? 345 children experienced sports day How did the School Games Day conclude a year-round programme of PE and school sport? The KS1 and KS2 sports is a development from the key skills taught in our PE curriculum. Hand eye coordination, jumping/ landing, throwing, running, teamwork. (Running races, relay races, standing long jump, speed bounce, throw for accuracy, howler, obstacle race for KS1) What does this day mean to the children?</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>All children love to represent their house on sports day it gives them immense pride. It goes towards the house cup at the end of the year.</p> <p>How do you ensure the event is inclusive?</p> <p>All events are adjusted to be age appropriate by the YL when planned and monitored throughout the day to ensure all children achieve a sense of success. All children are rewarded with stickers for participating.</p> <p>Evidence: photos, event programme, young leader training days</p>	
Provide opportunities for all children to access personal challenge activities	<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 schoolhouse systems</i></p>	£0	£0	<p>How many children participated?</p> <p>Boccia Y5 – 60 children</p> <p>Seated volleyball – Y3 – 60 children</p> <p>Archery Y5 – 60 children</p> <p>Tri-Golf Y3- 60 children</p> <p>Flag Football KS2 – 120 children</p> <p>How and when did you provide the opportunities?</p> <p>The opportunities were provided through breaks, lunches, and Some curriculum PE lessons.</p> <p>How did the opportunity to compete against themselves help those children least engaged in physical activity, impact them in PE lessons and in other aspects of their learning?</p> <p>It gave the children a personal target to achieve appropriate to their age and ability, which meant a positive experience and early success. A positive experience and early success meant they were more</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>willing to engage in further opportunities for competitions.</p> <p>Evidence: photos, qualitative data, lesson observations</p>	
<p>Provide opportunities for all children to access Intra-School Competitions</p>	<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 schoolhouse systems</i></p>	£0	£0	<p>How many children participated in at least one Intra-School competition?</p> <p>Boccia Y5 – 60 children Seated volleyball – Y3 – 60 children Archery Y5 – 60 children Y3- Y6 NLT intra competitions – 240 children Tri-Golf Y3- 60 children Flag Football KS2 – 120 children Hockey Y6- 60 children. Cricket Y4- 60 children.</p> <p>What did the experience give to the children?</p> <p>The children were provided with a positive competition format based on the school games values which matches our PE curriculum. All children can achieve early rewards by working on, self-belief, determination, respect, teamwork, honesty, passion.</p> <p>The competitions also give the children a sense togetherness as points are awarded for their houses.</p> <p>How has Intra-school competition supported whole school cohesion and raising the profile of it across the school?</p> <p>The competitions are house based so every child from reception to Y6 contributes to their house points and cup at the end of the year. The children are supportive of each, and it adds a friendly competitive element to the games. Through PE</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>

				<p>and these activities all children are made aware of the importance of PA on health and wellbeing.</p> <p>Evidence: photos, young leaders deployed, observations, social media, newsletters</p>	
<p>Provide opportunities for broad range of children to access Inter-School Competitions</p>	<p>Access School Sport Partnership or Cluster organised Inter-School competitions.</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant.</i> • <i>Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children.</i> • <i>Ensure children are adequately prepared for the competitions to ensure a positive competition experience.</i> <p><i>Consider how school representatives are rewarded for the achievements</i></p>	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£0</p>	<p>What competitions did you attend? Y3/4 gymnastics L2 + County Finals Y5/6 gymnastics L2 + county Finals KS2 Boccia L2 KS1 & KS2 kurling L2 + county finals KS2 Y3/4 Hockey L2 + county finals KS2 Archery L2 Y5/6 Junior Strictly + finals Y3/4 junior strictly + final Y1/2 junior strictly + final NLT Schools finals Y3 + Y4 + Y5 + Y6 Y5/6 Saints Rugby Schools Cup Y5/6 Regional Flag Football Birmingham Y5/6 Open cricket Bee Netball Orienteering Competition National NFL champions Y5/6 now travelling to World Championships.</p> <p>How did the children deal with success and failure? Our children are taught to deal with success and failure with a positive attitude as it built into our PE curriculum through a competition spectrum.</p> <p>How did the experience contribute to other aspects of the children's learning and social development? It is character building and supports the children's understanding that you learn from failure and mistakes. Winning gracefully is just as</p>	<p>Upskill staff to manage teams confidently and competently 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>

				<p>important as you could be the losing team next time. Sportsmanship is a quality to be proud off.</p> <p>Evidence: Team Declaration Forms, photos, teacher observations</p>	
Provide opportunities for children to adequately prepare for Inter-School competitions	<p>Access pre-Inter School Games competition practice sessions.</p> <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. <p>Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children</p>	£0 (Incl. in Enhanced Membership)	£0	<p>How many different children accessed these opportunities? kwik cricket – 8 children Bee Netball – 8 children</p> <p>How effective were the pre-Inter School competition practice sessions? Good at providing support with guidelines and rules. Confidence builder for inexperienced children.</p> <p>Did staff gain further knowledge, skills, and ideas from attending? Greater understanding of rules and new formats of games.</p> <p>Evidence: participation tracking, photos, competition results, in school opportunities</p>	<p>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.</p> <p>Upskill staff to ensure practice sessions are of a high quality teaching the children accurate skill development and the rules</p>
Extend opportunities for children to represent their school, whilst exploring new sports and activities in a safe and friendly festival environment	<p>Access Multisport Festivals planned and delivered by Cluster host secondary school.</p> <ul style="list-style-type: none"> Select children who are unlikely to represent the school in other sports opportunities. <p>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</p>	£0 (Incl. in Enhanced Membership)	£0	<p>How many children participated in a festival? Y5 multi skills Festival – 30 children Y6 spirit of the Games festival – 60 children Y3 multi – skills Festival – 30 children</p> <p>How did the children generally feel about the opportunity to attend the event? All children are excited about attending any sporting event at another venue and trying new activities.</p> <p>What impact did the experience have on the children? A positive experience for all that attended as the environment is</p>	<p>Support children to transition into extra-curricular clubs.</p> <p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</p>

				<p>inclusive of all working with the school games values.</p> <p>How do you think this opportunity could inspire and enthuse them?</p> <p>It is friendly, safe environment to try new activities which are well structured to meet the needs of all. Using the schools' games supports the less physically able to achieve and feel positive about PA.</p> <p>Evidence: participation tracker, photos, staff observations, parental feedback</p>	
<p>Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting</p>	<p>Access termly School Sport Partnership or Cluster Year 3/4 Festivals</p> <ul style="list-style-type: none"> Select children who need the opportunity to have a positive experience of school sport and /or need to be rewarded for their efforts in PE and /or extra-curricular clubs. <p>Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day</p>	<p>£0 (Incl. in Enhanced Membership)</p>	<p>£0</p>	<p>How many children participated in a festival?</p> <p>Y3/4 Tennis Festival – 10 children Y3/4 OAA Overstone – 4 children</p> <p>How did the children generally feel about the opportunity to attend the event?</p> <p>All children enjoy the experience of attending these competitions as they are skills based and games. It supports all types of abilities in a positive manner.</p> <p>What impact did the experience have on the children?</p> <p>The children always come back from these competitions motivated and willing to try other activities.</p> <p>How do you think this opportunity could inspire and enthuse them?</p> <p>The competitions provide the skills, motivation, and mindset to try future activities with confidence.</p> <p>Evidence: participation tracker, photos, staff observations, parental feedback</p>	<p>Support children to transition into extra-curricular clubs.</p> <p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</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	£1000	£1000	<p>Consider the cost of the transport against the impact the opportunities have on the children and whole school?</p> <p>The impact of the minibus is immense in that without it we would not be able to offer our children the wide variety of activities that we do. We can also ensure that all children from KS1 to KS2 benefit from trips.</p> <p>Evidence: competition registrations</p>	To ensure a similar amount is allocated for competitions next year.
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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:	Anne Davies					Date:	7/11/22		
Document updated	14/04/23	08/09/23							

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 of 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