

2023/2024 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	BRIDGEWATER PRIMARY
HEAD TEACHER	ALISON HARVEY
PE COORDINATOR	SOPHIE HOLMES

PE & Sport Premium: Government intent

Schools should use their PE & Sport Premium funding to make additional and sustainable improvements to the PE, sport and physical activity they provide, such as;

- funding high-quality PE and sport for at least 2 hours a week, complemented by a wide range of extracurricular sport and competitive opportunities.
- providing or improving equal access to sport for boys and girls.

PE & Sport Premium: School intent

At Bridgewater Primary School we believe that we deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education (PE) and to develop physical literacy. Through our comprehensive curriculum, we endeavour to teach children the core skills and school values of respect, responsibility and resilience; as well as understanding fairness and equity of sport for life. We want to ensure our curriculum provides the teaching and delivery of the fundamentals of sports and the sportsmanship values and disciplines PE promotes. We also believe swimming is very important to keeping children safe in the future.

Key outcome indicators: Updated 2023/2024

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

Key outcome indicator 1: Increasing all staffs' confidence, knowledge and skills 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: Increasing engagement of all pupils in regular physical activity and sport

- 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: Raising the profile of PE and sport across the school, to support 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: Offer a broader and more equal experience of a range of sports and physical activities 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 3:00pm to 6:00pm 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 2023/2024

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2024/2025?
1. Increase confidence and skills of staff in teaching PE and Sport	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	
2. Engagement of all pupils in regular physical activity	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	
3. Profile of PE and sport is raised across the school as a tool for whole-school improvement	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	
4. Broader experience of a range of sports and activities offered to all pupils	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	
	Key ACHIEVEMENTS	

5. Increased participation in competitive sport	Impact on PARTICIPATION	
	Impact on ATTAINMENT	

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				
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Swim competently, confidently and proficiently over a distance of at least 25 metres	72%	63%	64%	83%	
Use a range of strokes effectively; front crawl, backstroke and breaststroke	91%	81%	82%	82%	
Perform safe self-rescue in different water-based situations	2%	88%	88%	83%	
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	No	Yes	Yes	Yes	

confidently and know how to be safe in and around water. **Have you used any funding for this purpose?**

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PE & Sport Premium: Development Plan

2023/2024 Funding Must be allocated and spent in full by 31 st July 2024	£16,000 + £10 per pupil (Year 1 – Year 6)		SUB TOTAL	£21,717
Key outcome indicator 1: Increasing all staffs' confidence, knowledge and skills in teaching PE and sport	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:	3623
Key outcome indicator 2: Increasing engagement of all pupils in regular physical activity and sport	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:	2571
Key outcome indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:	3750
Key outcome indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:	3500
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:	7000

Key outcome indicator 1: Increasing all staffs' confidence, knowledge and skills in teaching PE and 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 2024/25?</i>
All staff to deliver high quality PE teaching and learning for all children	Undertake a training needs analysis of all staff <ul style="list-style-type: none"> Staff to identify areas of training needs Appropriate internal or external training and/or resources to be identified and sourced 	Tennis CPD £300 Saints £2500 Basketball £525	£3325	What training opportunities were accessed by staff? Both PE leaders receives management time to ensure curriculum is planned, delivered and assessed appropriately as well as organising and preparing for the School Games events. PE leaders also meet regularly with the PE coach employed through Pacesetters. Staff have been supported by our sports coach this year. Through our capital budget we have hired a coach to team teach alongside our staff and to develop their PE teaching skills.	Schemes of work are revised Curriculum map shows progress development across the year groups Good practice and learning from courses are shared within whole school meetings Resources are available and shared with all staff

				<p>The Saints community coach has led sessions across Year 6. This has enabled staff to see what high quality teaching looks like and how to move lessons on quickly. They have also led Year 5/6 Tag Ruby afterschool sessions.</p> <p>Tennis and Basketball CPD is booked for Spring 1 and Summer 1 for both Year 3 and 4. This is to support ECT's and new Bridgewater staff.</p> <p>How have training and/or resources contributed to improved PE provision?</p> <p>Staff meeting for all – how to scaffold PE lessons, what does greater depth look like in PE.</p> <p>Continued to use Get Set 4 PE.</p> <p>Evidence: curriculum planning, timetables, children's' feedback, children's academic progress (review EOY)</p>	
Understand the local, regional and national PE, school sport and physical activity landscape	<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> <p><i>Register with organisations considered experts within the field of PE, school sport and physical activity i.e. School Games, Youth Sport Trust, Sport England, Northamptonshire Sport, AfPE</i></p>	AfPE £298	£298	<p>What local, regional or national events or campaigns have the school engaged in?</p> <p>As a school, we engage with all Northamptonshire Sport competitions. So far, we have had children qualify for the county football competition and the cross-country competition.</p> <p>We also have access to Youth Sport Trust and the Association for PE.</p> <p>Who have these opportunities benefited the most?</p> <p>PE subject leaders – pass this information on during staff meetings/briefings where necessary</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>

Tracking competition details and least active groups on GS4PE	This year we have started to competently track which children access competitions, attend clubs and which are least active children are.	£0	£0	This is enabling us to see which children need extra support to get into sports/ physical activity as well as ensuring we are catering for 'sport for all'. To make sure a range of children get chosen for each competition.	
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Key outcome indicator 2: Increasing engagement of all pupils in regular physical activity 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?
Have tailored opportunities that attract children who are least active to participate in regular physical activity	Plan a multiskill approached physical activity programme for an identified cohort of children. <ul style="list-style-type: none"> How will children be encouraged & rewarded for participation Appropriate and committed staff Deployment of young leaders When will it be delivered? Could it be delivered virtually, and home based?	£0	£0	We hold specific interventions for our least active children twice a week. How many children have accessed the programme over the term/academic year? What impact has the programme had on the children's health & well-being, attendance, attainment? Young leaders will be deployed from Spring 1 Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments	Track the transition of children into extra-curricular clubs and provision in the community Upskilling and deployment of staff and young leaders Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities
Review physical activity time and intensity levels across the curriculum timetable	Use a visual tool to demonstrate to staff when during the day children are inactive <ul style="list-style-type: none"> PE Coordinator to assist teachers to produce a Heat Map for their class PE Coordinator to review the Heat Map with the class teacher PE Coordinator and class teacher to consider and embed 	£	£	What did the 1 st phase Heat Maps look like? What did the 2 nd phase Heat Maps look like? Did the teacher change anything to increase the amount of time the children were active within the curriculum?	Staff see the use of a visual tool to enable them to consider and instigate change SLT understand and value the tool and encourage staff to undertake on a termly basis

	<i>news ways of delivering aspects of the curriculum in a more physically active way</i>			<p>Can the school demonstrate that every child is offered/accessing 30 active minutes each day?</p> <p>Evidence: A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</p>	<p>Staff are able to influence resource choices to support their new approach</p> <p>Staff share good practice and resources that have helped to increase the quality and quantity of physical activity time within the curriculum</p>
Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy	<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> <p><i>Provide opportunities for all children to 'learn to lead'</i></p>	£	£	<p>How many hours of curriculum PE is each year group receiving? 2 x 40 minute lessons 2-3 x daily mile (implement from Spring term) This will hopefully engage all staff in implementing 30 active minutes a day for all children.</p> <p>School council asked for further ideas</p> <p>How do you ensure that every child is reaching their PE potential? Assessment tracking Pupil voice</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>These children become more confident in demonstrating skills. They begin to lead activities at break and lunch time (Young leaders)</p> <p>Evidence: Curriculum timetables, short, medium and long terms planning, photos, Assessment, behaviour, enjoyment</p>	<p>PE is regarded by all staff as the core curriculum subject it is</p> <p>Staff are motivated and enthused to teach it and have the subject knowledge to make it enjoyable, differentiated and progressive</p> <p>Good practice is shared in department and whole school meetings</p> <p>Schemes of work are well written and shared with all staff</p>
Top up swimming		£900		Summer Term	
Pacesetters junior coaching	This will give the Young Leaders the quality resources they need to lead activities as well as extra training to better their leading skills.	£1,671.00	£1,671.00	<p>From Spring 1, Young Leaders will deliver extra curricular games at lunch times to all.</p> <p>They will also help with Sports Days.</p>	

				All children have the opportunity to join in with these activities	
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Key outcome indicator 3: Raising the profile of PE and sport across the school, to support 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?
To be a Northampton SSP Enhanced School	<p>Ensure opportunities are added to the school diary at the earliest opportunity</p> <p><i>Regularly engaged with the Cluster SSCo; SSCo will provide 1-2-1 support to schools, deliver the cluster aspect of the programme such as Multisport Festivals and support school and will support the delivery, embedding and review of the real Leaders programme</i></p>	£3,750	£3,750	<p>What has the school gained by being an SSP Enhanced School?</p> <p>KS2 Children have the opportunity to compete in a wide variety of sports that suit them. They have the opportunity to qualify for county games.</p> <p>Links with cluster primary schools are valuable – we are able to ask/give each other advice and support as well as plan fixtures, school v school.</p> <p>The SAS Project has been valuable for the Year 6 children – more confident.</p> <p>Regular support from the SSCo for the subject leader is important.</p> <p>Evidence: Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events</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?
Achieve Gold/Platinum School Games Mark Award	<p>Use the 2023/2024 School Games Mark Action Plan to ensure this is a year-round scheme to develop meaningful opportunities for all pupils and whole school development</p> <ul style="list-style-type: none"> Collect necessary evidence throughout the year Share scheme with all staff and ask for their support to achieve desired award level 	£0	£0	<p>We gained gold last year, this will be our last year going for gold again before we can apply for platinum.</p> <p>These awards raise sport across the school.</p> <p>All stakeholders are aware of the key things that take place. For example, competitions, sports days, wow days, any extra opportunities. These are</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>

	<ul style="list-style-type: none"> Use the mid-term review to evaluate what still needs to be embedded 			<p>communicated through X, facebook and newsletters.</p> <p>Evidence: action plan and necessary evidence associated for the award level</p>	
Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce	<p>Use the real Leaders scheme of work to upskill a cohort of confident and knowledgeable young leaders</p> <p><i>Use the real Leaders Action Plan to support in the planning and implementation of the training</i></p>	£0 (Incl. in Enhanced Membership)	£	<p>How many young people have accessed core leadership training?</p> <p>All year 5 children were trained in modules 1-3, we then gave them the opportunity to apply if it is something they were interested in.</p> <p>30 children then carried on for modules 4-6.</p> <p>What roles were the young leaders deployed to undertake? What impact did they have on whole school?</p> <p>Year R – 3 Lunch time clubs. (From Spring)</p> <p>What has this training given the young leaders?</p> <p>Increased confidence to lead. Positive self-esteem</p> <p>Evidence: photos, deployment plans, observations</p>	<p>Recruit previously training young leaders to take on mentoring roles and responsibilities</p> <p>Consider how higher-level leadership training and deployment opportunities can be provided</p>
Bring together a cohort of young leaders to form the School Sport Organising Crew (SSOC) who will influence and have a voice for all children in all thing PE, school sport and physical activity	<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"> How young leaders will be recruited fairly How the meetings will be structured and items to be discussed – can there be a 2-way process with the main school council? 	£	£	<p>What were the main objectives for the group?</p> <ul style="list-style-type: none"> Support sports days Support intra comps Lunch clubs <p>What did the group action, influence or change?</p> <p>TBC</p> <p>What impact did this group of children have on the whole school?</p> <p>Evidence: meeting minutes, reports, celebrations</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>

Share and celebrate achievements in PE, school sport and physical activity	Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly <ul style="list-style-type: none"> • Use a noticeboard and/or school digital system to publicly share success from within and outside of school • Use social media to highlight school sport success and progress within PE • Consider how the School Games Values or school values could be used to reward behaviours 	£	£	What has been celebrated? Intra Competitions School team participants How has it been celebrated? Certificates School Newsletter School Blogs Noticeboard How have children be rewarded and recognised for their efforts and achievements? Certificates Medal Evidence: newsletters, blogs, social media, photos, assemblies	Regularly update noticeboards and social media platforms Engage children to contribute to school newsletters and/or managing the noticeboards
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Key outcome indicator 4: Offer a broader and more equal experience of a range of sports and physical activities 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	Within the limits of your school policy and structure, promote an inclusive extra-curricular timetable <ul style="list-style-type: none"> • Review success and attendance of opportunities in the previous academic year • Allow children to have a voice and influence what is offered • Explore and evaluate the costs and benefits of using external providers • Thoroughly check for appropriate qualifications and experience before deploying external providers • Explore internal opportunities to provide training to upskill staff to lead on clubs 	£	£	How many children accessed an extra-curricular club for at least 6 weeks (half a term)? Autumn: 32% of all children EYFS: 19% KS1: 48% KS2: 28% Evidence: registers, photos	Evaluate attendance at each club and adjust offer accordingly Use child voice to influence and engage specific cohorts of young people

Develop meaningful links to local sports clubs to develop pathways for children to move from school to community	Acquire knowledge about local community sports providers <ul style="list-style-type: none"> Consider links to clubs where the sport is either popular within school or attendance at clubs is high Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards Consider how the relationship can be reciprocal 	£	£	What clubs have you developed links with? Northamptonshire Saints Why were these links chosen? Local rugby teams nearby How have children and/or staff benefited from the partnership? Evidence: School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry	Use qualified and experienced coaches to upskill school staff to extend opportunities within school for a desired sport Work with a couple of different sports each year to provide a focussed and concentrated approach
Provide a unique opportunity for a cohort of children who need opportunities to develop confidence, social skills and self-belief to access a transition project	Access the Partnership's Student Aspiration Squad project <ul style="list-style-type: none"> Identify a cohort of children who meet the outlined criteria Identify a member of staff to support and accompany the children Celebrate the achievements of these children within school and with their families 	£ (Incl. in Enhanced Membership)	£	How many children were involved? SAS project 5 children What did the project involve? Orienteering, rock climbing - TBC What did the children achieve/again from being involved in the project? Confidence Growth mindset How did/will the activities support them to develop confidence, self-esteem, social skills? Encouraged them to speak to children from other schools – linked it to secondary school Confidence in showcasing what they have learnt. Evidence: photos, pre-post questionnaire, child and family feedback, teacher observations	Staff to continue to track progress in identified learning areas Support children to transition into extra-curricular opportunities
Dance Workshops		£2500			
Crossfit	To give all children an opportunity to try new sports	£1000		Year 4/5/6 - 20 children Year 3 – 20 children	

				Children learned new skills and what functional fitness is. Children have become more aware of their bodies and what they can achieve.	
				Introduction to solo sport.	

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	£ (Incl. in Enhanced Membership)	£	How many children with SEND accessed Intra-School competitions: Autumn term: 1 Inter-School competitions: Boccia and New Age Kurling – specifically for SEND. 21% of our SEN children have taken part in inter comps so far this year. What impact did their participation in a competition have on them? Evidence: photos, teacher observation, team declarations	Incorporate inclusive sports into core curriculum lessons Provide opportunities for children with SEND to undertake leadership training
Host a School Games Day that culminates in a year-round programme of PE and school sport	Plan and deliver a School Games Day that is inclusive of all children <ul style="list-style-type: none"> Design a format to ensure all children are enthused to participate Consider including personal challenges to encourage healthy competition Upskill and deploy a cohort of young leaders Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised 	£	£	How many children participated in the School Games Day? How did the School Games Day conclude a year-round programme of PE and school sport? What does this day mean to the children? How do you ensure the event is inclusive? Evidence: photos, event programme, young leader training days	Evaluate the success of the event <ul style="list-style-type: none"> Ease of planning and delivering Feedback from parents, staff and children

Provide opportunities for all children to access Intra-School Competitions	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant – consider accessing NSport resources</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> • <i>Consider how these competitions could be linked to whole school house systems</i> 	£	£	<p>How many children participated in at least one Intra-School competition? All KS1 and KS2 children</p> <p>What did the experience give to the children?</p> <p>Taught to deal with success and failure with a positive attitude. Each competition is built into our curriculum through which unit they are doing.</p> <p>How has intra-school competition supported whole school cohesion and raising the profile of it across the school?</p> <p>It is built into the curriculum. Children understand it is character building and you will win and lose.</p> <p>How to be a good sportsman.</p> <p>Evidence: photos, young leaders deployed, observations, social media, newsletters</p>	<p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities</p>
Provide opportunities for broad range of children to access Inter-School Competitions	<p>Access School Sport Partnership or Cluster organised Inter-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant</i> • <i>Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children</i> • <i>Ensure children are adequately prepared for the competitions to ensure a positive competition experience</i> • <i>Consider how school representatives are rewarded for the achievements</i> 	£ (Incl. in Enhanced Membership)	£	<p>What competitions did you attend?</p> <p>Autumn: Year 3/4 Tag Rugby Year 5/6 Football Year 4-6 Fun Run Year 4-6 Cross Country Year 1/2 Boys football (Pacesetters) Year 3/4 Athletics</p> <p>Spring: KS2 School Games Values Net/Wall KS2 New Age Kurling Reception Multi-skills (pacesetters) KS2 Arrows Archery Year 1/2 girls football (Pacesetters) Year 5/6 Netball KS2 Cricket – girls takeover</p>	<p>Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals</p> <p>Upskill young leaders to support practice sessions and team management roles and responsibilities at the competitions</p>

				<p>Year 1/2, 3/4, 5/6, Gymnastics (pacesetters)</p> <p><i>(Upload to GS4PE end of spring)</i></p> <p>Summer: Year 3/4 Quadkids Athletics KS2 girls takeover football Year 5/6 Netball KS2 school games festival – invasion Year 1/2 Diamond Cricket (pacesetters) Year 5.6 Quadkids athletics Year 6 Spirit of the Games Year 5/6 Cricket - open</p> <p>How many different children represented the school?</p> <p>How did the children deal with success and failure?</p> <p>How did the experience contribute to other aspects of the children's learning and social development?</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 Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children 	£ (Incl. in Enhanced Membership)	£	<p>How many different children accessed these opportunities?</p> <p>How effective were the pre-Inter School competition practice sessions?</p> <p>Did staff gain further knowledge, skills and ideas from attending?</p> <p>Evidence: participation tracking, photos, competition results, in school opportunities</p> <p>As a school we conduct our own practise sessions.</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"> <i>Select children who are unlikely to represent the school in other sports opportunities</i> <i>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</i> 	£ (Incl. in Enhanced Membership)	£	<p>How many children participated in a festival?</p> <p>How did the children generally feel about the opportunity to attend the event?</p> <p>What impact did the experience have on the children?</p> <p>How do you think this opportunity could inspire and enthuse them?</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 lower KS2 children with high quality experiences in a range of sports and activities in an informal setting	<p>Access termly School Sport Partnership or Cluster Year 3/4 Festivals</p> <ul style="list-style-type: none"> <i>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</i> <i>Consider accessing all or some of the festivals available; Flag Football, Dodgeball & OAA</i> 	£ (Incl. in Enhanced Membership)	£	<p>How many children participated in a festival?</p> <p>How did the children generally feel about the opportunity to attend the event?</p> <p>What impact did the experience have on the children?</p> <p>How do you think this opportunity could inspire and enthuse them?</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	£7000	£	<p>Consider the cost of the transport against the impact the opportunities have on the children and whole school?</p> <p>Evidence: competition registrations</p>	To ensure a similar amount is allocated for competitions next year

Accountability

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

Document completed by:		Date:	
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How to use & not use the funding

Schools must spend the PE and sport premium funding in full within the academic year it has been allocated for. Funding should not be allocated to only benefit a certain year group.

Schools cannot roll over any unused funding into the following academic year. They must spend the funding before 31st July 2024 so it can be accounted for in:

- the school's published online report
- the new digital PE and sport premium reporting tool (once in place)

Any use of the PE and sport premium must be in accordance with the terms outlined in the [conditions of grant](#) document. This means schools 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.

Continued professional development

Schools should see the continued professional development (CPD) of teachers as a key priority to make sure that the future quality of the teaching of PE, sport and physical activity is sustainable. This includes providing staff with:

- professional development
- mentoring
- appropriate training
- access to external resources

We recommend that schools use established quality assured local, regional and national subject-specific and suitably qualified CPD providers. Schools should monitor and assess the effectiveness of the CPD being provided to make sure that it is up to standard.

Other effective ways to use the premium

Schools can also:

- embed physical activity into the school day by encouraging active travel to and from school and having active break times.
- provide targeted activities or support to involve and encourage the least active children.
- help to provide equal access for all pupils to the range of sports and physical activities that the school offers.

Schools can also use the PE and sport premium to raise attainment in primary school swimming and water safety by funding top-up swimming sessions for those pupils that do not meet national curriculum requirements after they've completed core swimming lessons.

Use of external coaches

Schools may wish to engage the expertise of external coaches to offer their pupils a wider variety of sports. Governing bodies, trustees or proprietors should seek assurance that providers have appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

We do not expect:

- these coaches to replace the need for the primary teaching staff.
- schools to use the grant to fund annually repeated coach-led initiatives.

Sustainable improvements

Achieving sustainable outcomes is key to any spending of the PE and sport premium. Before making any decision on what the funding should be used for, schools (in particular, governors and trustees) should consider how the spending will benefit future pupils and what the lasting legacy of this spending will be. Schools should focus their efforts on upskilling the whole staff workforce so that they feel confident and able to lead a PE lesson independently.

What your funding should not be used for

You should not use your funding to:

- capital expenditure (except for goods within the de minimis value for purchases set by the school).
- employing coaches or specialist teachers to cover planning preparation and assessment arrangements (this should be funded from the school's core staffing budgets)
- teaching the minimum requirements of the national curriculum or, for academies, the existing PE curriculum – apart from top-up swimming lessons after pupils have completed core lessons. Teaching the curriculum should be funded through the school's core funding
- buying services that will be delivered or used in following academic years (this includes paying for invoices and subscriptions in advance)
- buying staff PE kit

Examples of what comes under capital expenditure include:

- multi-use games areas and Daily Mile tracks
- Forest School environments and Trim Trails
- buying vehicles
- fixed playground equipment, such as climbing frames
- trophy cabinets or similar

Examples of what schools should pay for from their staffing budget include:

- subsidising core staffing, such as PE subject leaders or external coaches who are engaged in repeated annual initiatives
- funding the cost of a teaching assistant or apprentice to deliver PE lessons instead of primary teaching staff

Schools receive separate funding for the national PE curriculum. An example that falls under this is swimming and water safety lessons and any associated costs, other than additional top-up lessons for pupils who have not been able to meet the national curriculum requirements.

Capital expenditure

Schools can only use PE and sport premium funding for revenue expenditure. If you're not sure whether a particular cost can be classified as revenue expenditure, ask for local professional advice. We cannot provide individual advice on this.

Capital expenditure for the purposes of this grant funding is defined as: 'The purchase of an asset (tangible or intangible), or expenditure which adds to/enhances and not merely maintains the value of an existing asset.'

For expenditure to be treated as capital, the asset must:

- be used for more than one year
- be above the school's (local authority's or trust's) de minimis threshold for recognition of assets to its balance sheet - this can include:
 - i. individual assets worth over the de minimis threshold
 - ii. grouped assets, that is assets of a similar nature that the school buys at the same time, which cost more than the de minimis threshold

- iii. bulked assets, for example a bulk purchase of equipment where the value of the individual item is below the set value, which cost more overall than the de minimis threshold
- increase the useful life, performance or value of the asset

If the spending would trigger asset recognition for the school or local authority, under your own local accounting policy, the spending would not be eligible to be funded through this grant.

Schools can use grant funds to maintain existing assets because the funding can be used towards maintenance costs. For example, repainting lines on the playground is allowable as the playground should already be recognised as an asset, and the cost of repainting lines on it is a revenue maintenance cost.

Accountability

Schools are accountable for how they use the PE and sport premium funding allocated to them. The school's senior leadership team should make sure that the funding is spent for the purpose it has been provided - that is 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 and determine how it fits into school improvement plans and assess the impact it is having on pupils.

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

As part of the [conditions of grant](#), schools must publish a report detailing how they have spent their PE and sport premium funding allocation on their school website by 31st July 2024.

Reports must include:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent, including justifying any additional costs incurred and describing:
 - i. the measurable impact that the school has seen on pupils' PE attainment, physical activity and sport participation due to the spending
 - ii. how the spend will be sustainable in the future

Schools must also publish the percentage of pupils within its year 6 cohort in the 2023 to 2024 academic year who met the national curriculum swimming and water safety requirements. We collect this as part of a school's PE and sport premium reporting requirements even though the funding can only be used to provide additional support for pupils failing to meet the curriculum standards.

Schools should provide attainment data for year 6 pupils from their most recent swimming lessons. This may be data from previous years, depending on the swimming programme at the school. Schools must keep attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

To help schools plan, monitor and report on the impact of their spending, partners in the PE and school sport sector have developed a planning tool and a recording template. These are on the [Association for PE](#) and [Youth Sport Trust](#) websites. We recommend that schools use these to plan and record how they use the PE and sport premium throughout the year, to be ready to publish the report at the end of the school year.

Online reporting

Schools **must** publish a report detailing how they have spent their PE and sport premium funding allocation on their school website by 31 July 2024.

Reports must include:

- the amount of PE and sport premium received

- a full breakdown of how it has been spent, including justifying any additional costs incurred
 - i. including the measurable impact that the school has seen on pupils' PE attainment, physical activity, and sport participation due to the spending; and
 - ii. showcasing how the spend will be sustainable in the future.

Schools **must** also publish the percentage of pupils within its year 6 cohort in the 2023 to 2024 academic year who met the national curriculum swimming and water safety requirements.

The department will review the reports of a selection of schools to assess whether their PE and sport premium spending is compliant with the terms set out within this document.

Review of online reports

DfE will continue to monitor published reports. They will look at a selection of reports to confirm that the use of the PE and sport premium described in the report meets the requirements outlined within this guidance and the [conditions of grant](#) document.

If the DfE identify concerns or discrepancies, we'll contact the school to address and investigate these fully. If any concerns are confirmed, we'll take appropriate and proportionate action against the school, which may include action to recover funding.

Payment dates for 2023 to 2024

Maintained schools

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 31st October 2023
- 5/12 of your funding allocation on 30th April 2024

Academies

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 8th November 2023
- 5/12 of your funding allocation on 8th May 2024

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 18th December 2023
- 5/12 of your funding with the first payment you have scheduled with us after 18th April 2024

Further guidance

- [Gov.uk](#) - PE and sport premium for primary schools
- [Youth Sport Trust](#) - primary PE and sport premium
- [Association for PE](#) - advice on the PE premium
- [Sport England](#) - advice on using the PE and sport premium effectively

- [Swim England](#) - advice and resources on primary school swimming and water safety
- [DfE teacher blog](#) - best practice examples of how schools are using their premium effectively
- [National Governance Association guidance](#) - use of the PE and sport premium and how governing boards can influence and support the planning and delivery of PE, as well as physical activity and sport, and monitor the impact
- [Active Partnership](#) - further advice on how best to use the PE and sport premium