

2019/2020 PE AND SPORT PREMIUM DEVELOPMENT PLAN

EVIDENCING THE IMPACT & SUSTAINABILITY

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government's ambitions for a world-class education system.

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



SCHOOL

Bridgewater Primary School

HEADTEACHER

Mrs Harvey

PE COORDINATOR

Mrs Coleman/Miss Holmes

PE and School Sport Premium – The purpose

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2019 to 2020 academic year, to encourage the development of healthy, active lifestyles.

Vision - Government

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

Vision – School

Physical Education is essential part of a child's development and education. To understand and accept competition is a vital life skill that will touch all children at some point, children need to process the emotions of associated with winning and losing as well as understanding that personal challenge and improving personal best is an extremely important part of everyday life. Our vision is to instil a love of a healthy lifestyle through high quality PE lessons, healthy eating and via a range of extra curriculum activities. We will enable children to understand what a healthy lifestyle means including both physical and mental health through high quality connected curriculum that sits alongside and includes the PE curriculum.

Objectives

Schools must use the funding to make **additional and sustainable** improvements to the quality of physical education (PE), physical activity and sport they offer. This means that Bridgewater will use the premium to:

- i) Develop or add to the PE, physical activity and sport activities that your school already offers
- ii) Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future year
- iii) Take part in activities that inspire them to beat their personal best and challenge themselves physically and mentally
- iv) Have a firm understanding of the term wellbeing and be able to suggest ways in which they can stay healthy both physically

Key outcome indicators; updated for 2019/2020

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

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

For example, by:

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative
- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim

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

For example, by:

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

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

For example, by:

- providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities

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

For example, by:

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

Key outcome indicator 5: Increased participation in competitive sport

For example, by:

- increasing 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

Review of PE and School Sport Premium expenditure 2019/2020

| Key priorities to date | Key achievements / What worked well <i>What evidence is there of impact on your objectives</i> | Key Learning / What will change next year (2020/2021) <i>Does this reflect value for money in terms of the budget allocated</i> |
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| <p>1. Engagement of all pupils in regular physical activity</p> | <p>Change4Life Club: The Change4Life club was established and delivered by a member of staff. Children were identified to attend this club by their class teacher because of their low levels of engagement in PE and/or extra-curricular opportunities. The member of staff worked with these children on a termly basis and the activities they engaged with ranged from volleyball to badminton to yoga. We engaged the children into different sports they haven't played before. As a result of this intervention has this had a positive change in any of the children involved (2019-20).</p> <p>Active school planner and curriculum planning: regular heat maps have allowed the staff and PE Coordinators to review activity levels within the classroom. Information from these maps has been shared with all staff in whole staff training/meetings, and staff have been exploring resources that can support them to make their classrooms more active through the delivery of more activity lessons. Active Maths and Imoves have been popular resources utilised by staff to increase activity levels. For example, during the Autumn Term, the children had an active blast at the start of the day and one throughout the afternoon. This had a huge impact, especially when children were unable to exercise outside due to the weather. Likewise, we have used Active Maths and Go Noodle for active homework ideas. This has enabled the children to be engaged with their learning outside the classroom as well as physical exercise.</p> <p>Lunchtime rota and additional equipment: The deployment of a TA on a daily basis to oversee the Young Leaders and the use of the playground effectively has worked very well. Pupils have gained an understanding for the need to zone the playground off to allow for safe play and to allow every pupil time with the equipment. The presence of a member of staff has provided the young leaders with someone they can seek help and advise from should they need it on a daily basis. The purchasing of new equipment has increased the number of pupils accessing the active areas, whilst the variety of equipment has enable the leaders to become more creative in their planning and delivery of activities, which has supported the retention of young people the young leaders have engaged with.</p> | <p>Further equipment is required to allow for a range of playground activities and to stop the children from wandering the school corridors at lunchtimes.</p> <p>A lunchtime club has been set up and year groups are on a rota; a member of staff, who is a qualified hockey coach, leads the sessions and additional resources will be purchased to allow for a greater range of sporting activities to be played.</p> <p>Subject to approval from AMEY, we will be extended the KS2 playground and money has been ring-fenced to allow for outdoor gym equipment to be purchased.</p> |

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| | <p>Bridgewater Mile: Our Bridgewater Mile was introduced to all pupils in the 2018/2019 academic year and feedback from the children was positive. During the 2019/2020 academic year this has been developed further. All KS2 children (260 children) complete this 2-3 times a week. This is done during lesson time as it aids children’s concentration levels after the exercise.</p> <p>Top up swimming: When reviewing the competency levels of children, in Year 5, it was felt that this was lower than in previous years. So rather than plan for additional swimming lessons for that cohort of children, the decision was taken to deploy an additional swimming teacher to work alongside the staff providing the curriculum swimming lessons. By integrating the top up lessons within the normal swimming programme, children were less aware of the intervention, and the school could monitor the progress the children made.</p> | |
| <p>2. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p> | <p>SSP Enhanced programme: the school have fully embraced the Enhanced School offer, from the upskilling of young leaders, accessing multisport festivals to ensure all pupils experience some level of sports competition to seeking guidance and support from the School Sport Manager to ensure the school is progressing and embedding PE and School sport as it well as it can do. The support and understanding from the Head Teacher around the impact of PE and School Sport on the whole child, has allowed a small team of staff to oversee the schools progress, with staff members allocated to specialist areas – this has relieved the pressure from one person and allows more to be offered.</p> <p>School Games Mark: Having achieved Gold School Games Mark in 2018/2019 we were determined to build on this success and further embed high quality PE and school sport practices across the school. Through reviewing our PE and School Sport offer we have further enhanced our provision of high-quality PE and School sport across all year groups and were on track to again secure the Gold School Games Mark Award. However, all awards have been suspended due to the pandemic – The Youth Sport Trust have extended our Gold Award for another academic year. The programme criteria provides us with a platform that checks and challenges our provision and ensure we provide opportunities for ALL our pupils.</p> | <p>We are making links with NFC and they will offer CPD and school take over days We have a basketball player attending the school on...Funding has been set aside to allow for high quality resources to be purchased and to renew old resources. Children will be introduced to personal best challenges and resources will be purchased to make this interesting and exciting. Additional coaches have been requested to allow swimming to improve and bikes will be purchased to offer further Bikeability and clubs to be offered.</p> |

real Leaders training: 30 Year 5 pupils accessed the 1-day real leaders workshop delivered by Northampton School Sport Partnership. Further training to complete the scheme of work and to upskill the leaders was undertaken in the weeks following their initial training to ensure they had developed the basic leadership skills and they had the confidence and competency to start to support the delivery of lunchtime activities on the playground. The responsibilities the young leaders have been given has allowed them to grow in confidence, and their leadership skills and qualities have flourished. They now have the capabilities to lead fun, enjoyable and safe activities independently. The pupils accessing their activities respect and look up to the leaders. They have had a huge impact on the activity levels on our playground.

School Sport Crew:

We promoted the Year 6 children, who were Young Leaders last year, to become our School Sports Crew. This group of children met around once every 3 weeks. This group of children were responsible for leading intra-school competitions, writing blogs for the website and leading personal challenges at lunchtime for Years 4-6. This has had a positive impact on other children within the school as they were able to see Year 6 children modelling leadership and teamwork skills which are transferable for all aspects of school.

NTFC Membership:

During the 2019-20 Year, we paid to become a community link with Northampton Town Football Club. These coaches that have been coming into school have delivered a 'take over day' for Year 2 and Year 4 children. In the morning, the Year 4 children played football and then completed a workshop about Walter Tull (this fitted in with their Northampton theme for that term) and the Year 2 children had a reading workshop with Northampton Town's Clarence mascot. This had a great impact on all 180 children involved. It gave the children an opportunity to work cross-curricular as well as explore the positives about sport and learning about the history of it.

NTFC was also planned in to deliver CPD for teachers, however due to the pandemic this was cancelled and has been rescheduled for 2020-2021. The coverage of this CPD will be reviewed – we have planned to buy a

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| | <p>new scheme (GetSet4PE) so CPD will be based around those units. Likewise, CPD will be based on the needs of staff.</p> <p>General PE Equipment: We have stocked up on equipment for the Young Leaders to use which has had an impact on the quality of games and activities they can provide for the other children. Likewise, we updated key equipment that staff needed (e.g. a range of balls). New equipment has been ordered to coincide with the new scheme that we will be ordering.</p> | |
| <p>3. Increase confidence and skills of staff in teaching PE and Sport</p> | <p>Promote high-quality teaching Understand the landscape CPD Re-new I moves</p> <p>A staff survey was taken to ascertain what training was required. This was delivered by staff. Staff were given handouts detailing how to find specific planning and New to Bridgewater received a voluntary lunchtime session to show them the planning resources. Staff were sent on various CPD courses i.e tennis to implement within their key stage.</p> | <p>We are in the process of speaking to NFC re CPD training and a staff survey has been circulated. Outside PE is the priority for most. CPD is also included as part of the Enhanced school programme. Staff will be reminded of the online video CPD sessions available on the i-moves system. Additional swimming CPD has been offered to new Year 5 staff.</p> |
| <p>4. Broader experience of a range of sports and activities offered to all pupils</p> | <p>Extra-Curricular School to club links Young Leaders conf SAS A & T Forest Schools</p> <p>We invited Richie Norton in to discuss wellbeing and Yoga. A whole school assembly and workshops were held to discuss ways to calm through breathing and yoga. Additional equipment was purchased such as table tennis nets to allow children to remain active in bad weather and the classrooms to be used in the event hall space was not available.</p> | <p>We are offering a coach lead lunchtime club We will be offering Yoga and a free dance club to children The use of the archery, Kurling and Boccia equipment will continue to be encouraged. We have trained two new members of staff in forest schools to allow for outdoor adventurous activities to continue. We are in the process of buying storage to allow for a wide range of bikes to be purchased. We hope to be able to offer Bikeability to years 3 and 4 as well as 5 and 6 this year – subject to company availability</p> |

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| | <p>The staff were encouraged to make use of the Boccia, Kurling and Archery equipment in order to engage those children that were less active and the Bridgewater Mile was introduced to all.</p> | |
| <p>5. Increased participation in competitive sport</p> | <p>SEND competitions School Games Day Personal Challenge Pre-Inter school games practice Festivals Year 3/4 festivals Transport Kit</p> <p>The children participated in various competitive sports both within the Enhanced programme and with other cluster schools and clubs. A comparison of mini bus costs and hire costs was made and it was decided not to purchase a mini bus. Staff were released and covered to allow for further competition and links sustained without clubs.</p> | <p>Money has been set aside for transport and for kit for both staff and children. We continue to have links with outside clubs and will be making links with our cluster schools.</p> |

Meeting national curriculum requirements for SWIMMING and WATER SAFETY

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 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 publish information on the percentage of their pupils in year 6 who met each of the three swimming and water safety national curriculum requirements

| Outcome | % of pupils achieving outcome | | |
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| | 2017/2018 | 2018/2019 | 2019/2020 |
| Swim competently, confidently and proficiently over a distance of at least 25 metres | 92% | 72% | 72% |
| Use a range of strokes effectively; front crawl, backstroke and breaststroke | 92% | 91% | 91% |
| Perform safe self-rescue in different water-based situations | 92% | 100 starting but none secure | 2% |
| 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 and funding for this purpose? | Yr 5 had an additional coach | Funds used for additional instructor and more pool time. | We were unable to use our top up swimming lessons this year due to the pandemic. |

PE and School Sport Development Plan

| 2019/2020 Total funding allocated | £21,370.00 <i>£16,000 + £10 per pupil (Year 1 – Year 6)</i> | | | |
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| Key outcome indicator 1: Engagement of all pupils in regular physical activity | Planned Expenditure: % of total allocation: | £6,630 | Actual expenditure: % of total allocation: | £2,355.89 |
| Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement | Planned Expenditure: % of total allocation: | £8176 | Actual expenditure: % of total allocation: | £7,853.82 |
| Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Planned Expenditure: % of total allocation: | £3,294 | Actual expenditure: % of total allocation: | £3,219 |

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| Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils | Planned Expenditure: % of total allocation: | £2,270 | Actual expenditure: % of total allocation: | £1790 |
| Key outcome indicator 5: Increased participation in competitive sport | Planned Expenditure: % of total allocation: | £1,000 | Actual expenditure: % of total allocation: | £672 |

| Key outcome indicator 1: Engagement of all pupils in regular physical activity | | | | | | |
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| School Focus and intended impact <i>What do you want your pupils to learn and know?</i> | Actions to achieve Outcome <i>What do you need to do?</i> | Planned funding | Actual funding | Evidence <i>What can you use to evidence the impact?</i> | Actual Impact/ Actual Outcome <i>How have pupils benefited? How many have been involved? What have you accessed?</i> | Sustainability / Next Steps <i>How will this be maintained in future years?</i> |
| Have tailored opportunities that attract the least active young people to participate in regular physical activity | Plan a 12-week games based physical activity programme for an identified cohort of young people <ul style="list-style-type: none"> - When – time of day - What – activities timetable - Recruit - staff and young leader to lead sessions - Invitation – personalised - Reward - attendance and achievement - Evaluate - success of prog | £0 | £0 | Track pupil attendance – registers Pupil self-evaluations Parental evaluations Classroom observations | We have been able to utilise resources we already have to ensure children receive high quality physical activity. LB ran the C4L club; each term 5 children (children who were least engaged in PE and extra-curricular programmes) attended the club. Around 60 children in KS2 have accessed this opportunity | Upskilling and deployment of young leaders and staff Track transition of pupils into mainstream extra-curricular provision |
| Review physical activity intensity levels curriculum timetable | Use the Active School Planner to produce heat maps for a range of classes and year groups <ul style="list-style-type: none"> - PE Coordinator to work with staff to consider ways of increasing physical activity levels during a typical week - Be able to demonstrate via the heat maps the principles of an active school | £645 | £645 | Heat Maps Review heat maps and develop action plans Discussed within Team Meetings Train staff how to find and use the active blasts within Imoves and Cosmic Kids for Yoga. | PE coordinator created a heat map for each term to work out what is working well and next steps that could be taken. PE coordinator conducted a staff meeting giving staff a variety of resources to use for quick active blasts and ways to make core subjects active. | Staff have access to Active School Planner Ideas and good practice shared within curriculum meetings Time provided during curriculum planning meetings. |

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| | <ul style="list-style-type: none"> - Renew subscription to Active Maths – gather further insight into who and how the resource is used - Renew i-moves (cost within indicator 3) – support staff to use the resource effectively | | | | | |
| Ensure all pupils receive consistently high-quality curriculum PE lessons which allows each pupil to develop a good physical literacy | <p>Ensure all pupils have 2 hours of timetable PE</p> <ul style="list-style-type: none"> - Ensure PE lessons are well structured, differentiated, and progressive - Provide opportunities for pupils to ‘learn to lead’ | £0 | £0 | <p>Track pupils progress</p> <p>Monitor and evaluate pupil’s enjoyment in PE lessons</p> <p>Classroom observations of fine and gross motor skills</p> | <p>PE coordinator/ head-teacher created a timetable that ensures all children have two hours of PE a week.</p> <p>The children also had opportunities to lead specific activities in warm ups/throughout the lesson. Children had practice of this in the playground when partaking in personal best challenges.</p> | <p>Embed new ideas within schemes of work</p> <p>Share good practice in whole school meetings</p> |
| Playground Equipment | <p>EYFS budget to allow for appropriate playground equipment</p> <p>Playground equipment for the rest of the school.</p> <p>The playground is to be zoned with new equipment to ensure active engaging play</p> <ul style="list-style-type: none"> - Once agreement in place from AMEY – book in installation of equipment. | £3530 | £1193 | <p>Assess through pupil voice and observations how children use and feel about the equipment.</p> <p>Assess how EYFS staff find impact of the equipment on their children progress.</p> <p>Use pupil and staff voice to determine the impact of the new equipment on socialisation, behaviour and activity levels</p> | <p>We have stocked up on equipment for the Young Leaders to use which has had an impact on the quality of games and activities they can provide for the other children.</p> | <p>We have trialled a range of equipment this year, we are in the process of working out how it can be sustainable (some equipment has worked better than others).</p> |
| Lunchtime rota for activity club | TA lead club that is on a rota system to allow each year | £500 | £0 | Use pupil voice to review impact of the new formats. | Young leaders and sports crew have been using the new equipment to play | We trialled it this year, next year the children will be aware of the zoned areas so |

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| | group to participate in different sporting activities | | | Undertake an impact review with the TA | games and sports with both KS1 and KS2 children. We have received great feedback from this. | everyone will know what will be expected. |
| Bridgewater Mile and Physical Challenge | Continue to embed the Bridgewater Mile and introduce the Personal Best Challenges <ul style="list-style-type: none"> - Personal best cards - Reward termly the most improved and the person who tried the hardest | £500 | £0 | Ensure through timetabling and planning checking that this is taking place. Staff voice – have staff seen an improvement Pupil voice - are they enjoying the challenges. | This equipment coincided with general PE equipment and playground equipment. We launched the Personal Best Challenge cards buy designed our own challenges. We then moved onto School Games formats before utilising the challenges developed by Northamptonshire Sport when the schools were forced to close during the pandemic. | Organise which challenges we are doing prior to September and then get specific resources ready to upskill young leaders and staff from September. |
| Top up swimming | Deploy additional swimming teachers during swimming lessons, to allow more intense support for those children identified as having low swimming ability and competences – removing the need to organise additional swimming provision and being reliant on parents to source additional swimming lesson opportunities | £1000 | £0 | Check throughout swimming programme, via staff the impact the additional swimming teachers are having on the least able. Data drop to check improvement in those children swimming. | Curriculum swimming lessons did not take place this academic year due to the pandemic. | Explore how we ensure Year 6 pupils are able to access high quality swimming lessons – Year 6 children would normally have completed a term of swimming in year 5, however the pandemic now means that we need to combine 2 years groups into a curriculum swimming programme to avoid impact on future years. |
| Healthy Eating Resources | Purchase up to date Healthy Eating resources to allow for better teaching of PE and healthy eating as a whole through PHSE lessons – ensure staff embed the link between healthy eating and healthy | £1200 | £1162.89 | To use in conjunction with PE. Planning check to ensure healthy eating is being taught and resources being used. | All children can see the benefits of eating healthy and how it helps rebalance the body when taking part in physical activity. | Use this to its full ability next year. Make sure all staff are familiar with the resources and their availability. |

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| | bodies through regular exercise and not diet alone. | | | | | |
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Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement

| School Focus and intended impact <i>What do you want your pupils to learn and know?</i> | Actions to achieve Outcome <i>What do you need to do?</i> | Planned funding | Actual funding | Evidence <i>What can you use to evidence the impact?</i> | Actual Impact/ Actual Outcome <i>How have pupils benefited? How many have been involved? What have you accessed?</i> | Sustainability / Next Steps <i>How will this be maintained in future years?</i> |
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| Continue to be a Northampton SSP Enhanced School | <ul style="list-style-type: none"> - Ensure opportunities are added to school diaries at the earliest opportunity - Identify pupils appropriate to the level of opportunity - Regularly engage with SSCo and seek advice and support to develop and enhance PE and school sport opportunities for pupils and staff | £3750 | £3750 | <p>Enhanced Schools Tracking Report</p> <p>Opportunities accessed by staff and pupils</p> | <p>Being an Enhanced school enables us to access a variety of competitive and non-competitive school sport and physical activity opportunities for arrange of ages and abilities. As well as support and guidance from an SSCo and SSM.</p> <p>We have accessed Teacher CPD as an Enhanced school which has helped train teachers in athletics and tennis.</p> <p>We have had a very positive response from staff.</p> | We will continue to maintain an enhanced school as it offers a lot of opportunities. |
| Retain Gold School Games Mark | <p>Use the 2019/2020 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>School Games Mark Action Plan</p> <p>School Games Mark Evidence Folder</p> | <p>We were on track to retain our Gold School Games Mark award. Due to the school closures, the decision was to nationally suspend the school games mark award until next academic year. Therefore, we will retain our last year's mark which was gold.</p> | <p>Retain the Gold School Games Mark Award</p> <p>Raise awareness of the award scheme with all staff and governors</p> <p>Celebrate success with pupils and wider community</p> |

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| <p>Extend opportunities for pupils to learn, develop and embed key leadership skills and qualities through a Young Leader workforce initiative</p> | <p>Use real Leaders scheme of work to upskills a cohort of young leaders</p> <ul style="list-style-type: none"> - Identify a member of staff to oversee the programme and provide a support network for the leaders - Appropriately deploy young leaders to support; lunchtimes, extra-curricular clubs and least activity initiatives - Consider ways to reward young leaders | <p>£0 Log Books and initial training via SSP</p> | <p>£0 Log Books and initial training via SSP</p> | <p>Young Leader Log Books</p> <p>Session observations</p> <p>SSP report</p> <p>Attendance registers</p> | <p>The rest of the Young Leader scheme was delivered at school by a member of staff who is trained to do so.</p> <p>This training happens during the day – it is extremely beneficial because it enables the children to differentiate their own activities and by the end of the training they are very confident and deliver their own games.</p> | <p>Year 6 pupil mentors</p> <p>Develop opportunities to challenge more able leaders</p> |
| <p>Bring together a cohort of pupils to form a School Sport Organising Crew (SSOC), who will influence provision and have a voice for all pupils</p> | <p>Identify a cohort of young people who can be a voice for all pupils and can positively promote PE and school sport</p> <ul style="list-style-type: none"> - Consider a mechanism to recruit pupils to this group - Cohort of pupils to meet on a half termly basis | <p>£0</p> | <p>£0</p> | <p>SSOC Meeting minutes</p> <p>School newsletters / social media</p> | <p>The School Sports Crew have been delivering personal challenge activities during lunch time to KS2 children, this has been very successful in engaging children with physical activity.</p> <p>They meet every 3 weeks to feedback any pupil voice and to discuss any changes we can do to improve physical activity in the school. Their photographs are on our PE display board so other children know who to go to if they have a problem/ any feedback.</p> | <p>Continue to evolve the SSOC, ensuring there is sustainability built into the structure</p> <p>Ensure Year 4/5 pupils are co-opted onto the group to provide sustainability and consistency</p> |
| <p>Share and celebrate the achievements of pupils and teams in PE and school sport</p> | <ul style="list-style-type: none"> - Use a noticeboard and/or school digital system to share successes. - Use the school newsletter or social media to promote | <p>£0</p> | <p>£0</p> | <p>School Newsletters</p> <p>Social Media reports/blogs</p> <p>Photos</p> | <p>As well as newsletters and social media to promote school sport, we have also started a blog. The School Sports Crew help to write</p> | <p>Engage pupils through writing reports for news outlets</p> |

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| | <p>on a 2 weekly basis PE and school sport success</p> <ul style="list-style-type: none"> - Consider using School Games Values, or School values to reward and recognise pupils' achievements | | | Celebration Assemblies | <p>this blog. This has been beneficial to promote the School Games Values and recognise school achievements.</p> | <p>Keep the noticeboard / digital platform up to date – ask pupils to contribute</p> |
| NFC School Membership | <ul style="list-style-type: none"> - Become an associated NTFC school - Hold NTFC take over days - NTFC History Day | <p>£200</p> <p>£500</p> | £700 | <p>PE coordinators to assess success of programme.</p> <p>Pupil voice as to enjoyment of engagement days.</p> | <p>These NTFC coaches that have been coming into school have delivered a 'take over day' for Year 2 and Year 4 children. This had a great impact on all 180 children involved. It gave the children an opportunity to work cross-curricular as well as explore the positives about sport and learning about the history of it.</p> <p>NTFC was also planned in to deliver CPD for teachers, however due to the pandemic this was cancelled and has been rescheduled for 2020-2021.</p> | <p>We will consider doing 'take over days' each year to give the children an enriching experience.</p> <p>Due to the pandemic we won't be able to implement any CPD as it wasn't delivered.</p> |
| General PE equipment updates | <p>Ensure high quality equipment is purchased</p> <p>Replace old and tied equipment</p> <ul style="list-style-type: none"> - Purchase resources to allow for new sports to be played. | £3081 | £2758.82 | <p>Staff voice – what do they need.</p> <p>Ensure survey of equipment is taken and new high-quality replacements or new equipment is purchased.</p> | <p>Likewise, we updated key equipment that staff needed (e.g. a range of balls).</p> <p>New equipment has been ordered at the beginning of 2020-2021 to coincide with the new scheme that we will be ordering.</p> | <p>Ensure all equipment is of a good quality – audits to be taken each term to ensure equipment isn't getting lost.</p> |

| Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | | |
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| School Focus and intended impact What do you want your pupils to learn and know? | Actions to achieve Outcome <i>What do you need to do?</i> | Planned funding | Actual funding | Evidence <i>What can you use to evidence the impact?</i> | Actual Impact/ Actual Outcome <i>How have pupils benefited? How many have been involved? What have you accessed?</i> | Sustainability / Next Steps <i>How will this be maintained in future years?</i> |
| Promote high quality teaching and learning | Undertake a training needs analysis of all staff - Identify appropriate training workshops and teaching resources to support staff to further improve their quality of PE teaching | £0 | £0 | Learning walks Lesson observations Staff surveys Pupils evaluations | At the start of the academic year staff completed an audit of training needs. The outcomes were that staff wanted more training in athletics and sport specific skills such as tennis. This CPD was delivered by NSport. All staff felt more confident afterwards to deliver skills to their year group. | Share good practice within whole school meetings / training days Ensure availability of up to date resources |
| Understand the county, regional and national PE and school sport landscape | Nominate 2 members of staff to attend the county PE and School Sport Conference - Delegates to share information gathered at conference with whole school - Consider resources to support change and implementation | £0 Included in Enhanced Affiliation | £0 Included in Enhanced Affiliation | Attendance at conference Conference resources | Both PE leads attended the conference we shared active ideas and ways to conduct break and lunch times. This had a great impact on the school – we have now ‘zoned’ our playground. This has now enabled our children to move more outside. | Embed learnt knowledge and practices into new schemes of work or initiatives Share with whole school national messages and sporting landscape |
| CPD | Work with NTFC and Northamptonshire Sport to upskill staff Use staff who already have coaching qualifications to upskill other staff Have at least 1 twilight training session for staff ran by PE staff | £2000 | £490 real play £85 swimming | Staff survey to ascertain training needs. Feedback as to any external training provided Twilight session whether ran by PE staff or external group on CPD staff want. | Due to the pandemic NTFC CPD didn't happen (we'll pick this back up 2020-21). The real play and swimming training was beneficial for the teachers as it gave them knowledge about their particular year group. | Due to the pandemic NTFC CPD didn't happen (we'll pick this back up 2020-21). Year 6 staff to be sent on swimming training (2020-21) ready for the top up swimming. |

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| | or bring people in depending on survey from staff as to what they feel they need | | | Remind staff of CPD videos offered on Imoves and other resources we have available. | Swimming was particularly useful as the teacher could learn the health and safety needed when at the pool. However, this training could not be put into practice due to the pandemic. | |
| Renew Imoves | Ensure staff and comfortable planning from I-moves Help staff find high quality planning resources | £1194 | £1194 | Ensure Imoves being used successfully to deliver high quality lessons Take staff voice re thought of Imoves. | Imoves has been a super resource to help teachers and HLTA's deliver high quality PE. Imoves has been great during wellbeing weeks as they theme their active blasts. For example, healthy eating and growth mindset. | This is a very sustainable resource to ensure active blasts throughout the day. All teachers and HLTA's find this resource very useful. |
| Purchase GetSet4PE Scheme for new academic Year 2020-21 | New scheme to help PE consistency across the school and to ensure the PE curriculum provided is of a high quality and progressive. The scheme offers a range of topics, skills and sports. It provides a resource to create our own curriculum map and an assessment tool that can be used. | £1450 | £1450 | Staff observations Staff feedback of new scheme next year | TBC next year. | Do children and HLTA's find it supportive? Ensure it is adaptive for the children. |

| Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | | | |
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| School Focus and intended impact What do you want your pupils to learn and know? | Actions to achieve Outcome <i>What do you need to do?</i> | Planned funding | Actual funding | Evidence <i>What can you use to evidence the impact?</i> | Actual Impact/ Actual Outcome <i>How have pupils benefited? How many have been involved? What have you accessed?</i> | Sustainability / Next Steps <i>How will this be maintained in future years?</i> |
| Offer a diverse need led extra-curricular school sport programme | <ul style="list-style-type: none"> - Review 2018/2019 programme and make necessary changes - Ask pupils to consider their preferred activities or new activities - Evaluate the cost of using external providers | £480 | £0 | Pupil & parent reviews Attendance registers Photos | We have used mainly staff to provide clubs. This has made sure we have had a range available and that they have been free to encourage vulnerable children. Paid clubs have been mainly booked straight with the company. This way we have made active links in the community. | Evaluate the attendance and adjust where required Use pupil voice to influence the offer |
| Develop meaningful links to local sports clubs to develop pathways to support pupils to develop their interest beyond the school day | Explore local sports clubs and providers Consider links to clubs where the sport or activity is popular within school Only consider working with clubs who have ClubMark accreditation | £0 | £0 | School to Club link agreement Attendance registers Photos Social media Monitor how successful being an NFC linked school is. Take feedback on sessions from staff and children. | We have had a willing parent run a football club to Year 4/5/6 children (school to club link agreement). As a result, the children participated in a B team competition with another school. We have also had another local 'circus' club running which has enabled children to stay active in a unique way. | Develop further existing links Offer taster sessions Consider upskilling staff – use qualified coaches to do this |
| Extend opportunities for 10 young leaders to enhance their leadership skills and qualities through high-level learning opportunity | Send a representative group of young leaders to the Young Leader Conference <ul style="list-style-type: none"> - Young Leaders share learning experience with all leaders | £0 Included in Enhanced Affiliation | £0 Included in Enhanced Affiliation | Action Plans Photos Pupils reports | Had registered to attend the event in April but couldn't attend due to school closures. | Embed lessons learnt at the conference back in school with entire young leader workforce |

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| | - Young leader action tasks developed at conference | | | | | Staff to observe training and support leaders on their return to school |
| Provide a unique opportunity for pupils who need help to develop social skills, confidence and come out of their comfort zone | - Identify a cohort of 8 Year 6 pupils who fulfil the criteria - Identify a member of staff to support the pupils | £0 Included in Enhanced Affiliation | £0 Included in Enhanced Affiliation | Photos Attendance register | In September PE coordinator took 8 Year 6 children to the SAS project. The children participated in a range of activities such as, fitness, team games, trampolining and rock climbing. This really benefitted the children, it gave them a chance to develop their confidence and social skills. | Staff to continue to meet with the pupils on a regular basis Provide opportunities for cohort to access extra-curricular programme |
| Provide an opportunity for a cohort of Able & Talented pupils to work at a higher level of differentiated learning | - Nominate 6 pupils (2 x Year 4, 2 x Year 5 and 2 x Year 6) to access the SSP led prog - Identify pupils for their multi-abilities rather than their ability to perform highly in just one sport | £0 Included in Enhanced Affiliation | £0 Included in Enhanced Affiliation | Session reports Photos Pupil and parent observations and feedback | | Support schools to access local community clubs if not already associated to them. |
| Forest Schools | CPD to allow adventurous outdoor activities to continue | £1790 | £1790 | Ensure groups are now taken to attend Forest Schools. Use staff and pupil voice as to successes and what outdoor adventurous play needs in the future. | Due to unforeseen circumstances in the autumn term, forest schools was mainly used in the spring term, therefore no new equipment was needed. | To evaluate what activities worked well this year and to see whether to carry them on next year. |

Key outcome indicator 5: Increased participation in competitive sport

| School Focus and intended impact What do you want your pupils to learn and know? | Actions to achieve Outcome <i>What do you need to do?</i> | Planned funding | Actual funding | Evidence <i>What can you use to evidence the impact?</i> | Actual Impact/ Actual Outcome <i>How have pupils benefited? How many have been involved? What have you accessed?</i> | Sustainability / Next Steps <i>How will this be maintained in future years?</i> |
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| Provide opportunities for SEND pupils to access appropriately levelled competitions | Identify SEND pupils and consider their abilities to access mainstream, inclusive or Project Ability competitions. | £0 Included in Enhanced Affiliation | £0 Included in Enhanced Affiliation | Team Registration Forms Photos Pupil reports | We have entered and participated in a range of inclusive competitions this year. E.g. Boccia. The children really benefit from these competitions. It gives the children a chance to be active, make friends and take on leadership responsibilities. | Incorporate inclusive sports into curriculum delivery Recruit SEND pupils who can take on leadership responsibilities |
| Host a School Games Day (Sports Day) that culminates a year-round programme of PE and School Sport | <ul style="list-style-type: none"> - Develop a suitable format to engage all pupils - Consider including Personal Best to encourage healthy competition - Adequately prepare a cohort of leaders to plan and deliver the event | £1000 | £0 (due to school closures) | School Games Day programme Photos Media reports Pupil reports | <p>We had a very successful sports day last year. We were hoping to replicate that this year. Unfortunately, we won't be able to due to school closures.</p> <p>We will be participating in the virtual sports day on 9th July.</p> | <p>Evaluate the success of the events</p> <ul style="list-style-type: none"> - Parents feedback - Staff feedback - Pupil feedback |
| Provide opportunities for all pupils to access Personal Challenge activities | <p>Organise and deliver a series of Personal Best activities on your own school site</p> <ul style="list-style-type: none"> - Ensure activities are compliant with School Games formats - Deploy Young Leaders to plan and deliver - Consider developing a card so pupils can track their own progress | £0 | £0 | Personal Best Tracking cards Participation Tracking Photos | <p>The School Sports Crew have been delivering personal challenge activities during lunch time to KS2 children, this has been very successful in engaging children with physical activity.</p> <p>To ensure all competitions are inclusive our intra-competitions will often be mixed ability or children who haven't yet had a chance to compete. Children enjoy taking part in these competitions and aids their confidence in</p> | Upskill a workforce; Young Leaders and adults to confidently plan and deliver a series of activity sessions |

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| | | | | | sports they wouldn't usually choose. | |
| Provide opportunities for all pupils to access Intra-School Competition | <p>Organise and deliver a series of Intra-School Competition on your own school site</p> <ul style="list-style-type: none"> - Ensure competitions are compliant with School Games formats - Deploy Young Leaders to support competitions - Consider linking competitions to whole school house systems | £0 | £0 | <p>Whole school House System</p> <p>Results sheets</p> <p>Photos</p> <p>Pupils reports</p> | <p>We have conducted 6 intra school competitions (see on dashboard). The others were cancelled due to the pandemic.</p> <p>Year 3: Tennis competition (18 children)</p> <p>Year 4: Rugby (24 children) and Foot Rounders (90 children on a rota)</p> <p>Year 5: Netball (27 children) / Rounders (90 – on a rota)</p> <p>Year 6: Athletics (30 children)</p> | <p>Upskill a workforce; Young Leaders and adults to confidently plan and deliver a series of competitions</p> |
| Provide opportunities for pupils to access Inter School Competitions | <p>Access School Sport Partnership or Cluster organised Inter School Games Competitions</p> <ul style="list-style-type: none"> - Ensure competitions are compliant with School Games formats - Ensure pupils are adequately prepared for the competitions - Ensure teams meet the competition eligibility criteria | £0 Included in Enhanced Affiliation | £0 Included in Enhanced Affiliation | <p>Competition results</p> <p>Photos</p> <p>Competition Reports</p> | <p>This year we have competed in the:</p> <ul style="list-style-type: none"> - Cross Country Championships (Year 4/5/6) - Athletics Competition (Year 5/6) - KS2 New Age Kurling Competition - Year 5/6 Key Steps Gymnastics competition (performance and development) - KS2 Boccia Competition (Project ability) | <p>Upskill Staff to confidently and competently manage teams at Inter School and County Finals School Games Competitions</p> <p>Upskill a Young Leader workforce to support staff.</p> <p>Other inter-competitions were planning (swimming, netball, get active festival) but cancelled due to the pandemic.</p> |

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| | | | | | - Year ¾ Key Steps Gymnastics (performance and development) | |
| Provide opportunities for pupils to adequately prepare for Inter School Competitions | <p>Access pre-Inter School Games competition practice sessions</p> <ul style="list-style-type: none"> - Select pupils to receive high quality coaching for a specific inter- school competition - Staff to accompany pupils to enable them to be upskilled and continue to deliver activities back at school - Consider purchasing equipment to sustain activities on own school site | £0 Included in Enhanced Affiliation | £0 Included in Enhanced Affiliation | <p>Participation Tracking</p> <p>Photos</p> <p>Competition results</p> | The children have accessed pre-inter school games practise sessions. The gymnastics practise sessions were especially useful – the children were able to learn the routines (technique included) and know what is expected of them. We then carried on practising at school ready the competitions. | <p>Build specific sports into the extra-curricular offer</p> <p>Upskill staff via training opportunities and Team Teaching to confidently lead high quality sessions</p> |
| Extend opportunities for pupils 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 school</p> <ul style="list-style-type: none"> - Select pupils who are likely not to represent the school in any other sporting capacity - Select pupils who need the opportunity to have a positive experience of school sport | £0 Included in Enhanced Affiliation | £0 Included in Enhanced Affiliation | <p>Participation Tracking</p> <p>Pupil evaluation</p> <p>Staff Observations</p> <p>Pupil reports</p> <p>Photos</p> | Cancelled due to the pandemic. | Support pupils to transition into extra- curricular clubs |
| Provide lower KS2 pupils with high quality experiences in a range of sports and activities in an informal setting | <p>Access termly Year 3/4 Festivals</p> <ul style="list-style-type: none"> - Select pupils who need to have a positive experience of school sport | £0 Included in Enhanced Affiliation | £0 Included in Enhanced Affiliation | <p>Participation Tracking</p> <p>Pupil evaluation</p> <p>Staff Observations</p> <p>Pupil reports</p> <p>Photos</p> | Some year 3/4 children attended the Sportshall athletics competition however the other two opportunities; OAA and Tennis were cancelled due to the pandemic. | <p>Support pupils to transition to Intra and Inter School Games Competitions</p> <p>Support pupils to transition to local community clubs</p> |

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| Provide access to transport to enable pupils and staff to access opportunities | Access to transport where required for take children to competitions and for cover if required to ensure school staff can attend and run competitions. | £1000 | £672 | Track costs Where possible involve parents and staff following policy | We have really utilised staff (following correct procedures) to take children to and from competitions this year. This has enabled us to be quite flexible. | To ensure a similar amount is given to competitions next year. We spent less due to school closures – we would have had competitions in the summer term. |
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Accountability

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

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| Completed by: | C Coleman | Date: | 25.11.19 |
| Updated by: | S Holmes | | 15.06.20 |

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| Document updated | | | | | | | | |
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Department for Education guidance on how to use the Primary PE and Sport Premium – updated November 2019

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation, and is central to meeting the government’s ambitions for a world-class education system.

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

The [School Sport and Activity Action Plan](#) set out government’s commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day, with a recommendation of 30 minutes of this delivered during the school day (in line with the [Chief Medical Officer guidelines](#) which recommend an average of at least 60 minutes per day across the week).

The PE and Sport Premium can help primary schools to achieve this aim, providing primary schools with £320m of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils. The [PE and Sport Premium survey](#) highlighted the significant impact that PE and Sport has had in many primary schools across England.

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

This means that you should use the premium to:

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

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

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

Active Miles

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

What should you funding NOT be used for?

You should not use your funding to:

- ✗ Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of your core staffing budgets
- ✗ Teach the minimum requirements of the national curriculum – with the exception of top-up swimming lessons after pupils' completion of core lessons (or, in the case of academies and free schools, to teach your existing PE curriculum)
- ✗ Fund capital expenditure – the Department for Education does not set the capitalisation policy for each school. School business managers, school accountants and their auditors are best placed to advise on a school's agreed capitalisation policy

Schools compliance

Schools are accountable for their use of the PE and Sport Premium funding allocated to them. Schools are expected to spend the grant for the purpose it was provided only – to make additional and sustainable improvements to the PE, sport and physical activity offered. Schools and local authorities must follow the terms and conditions in the [conditions of grant documents](#).

Ofsted inspections

Ofsted's new [Inspection Framework](#), which came into effect from September 2019, gives greater recognition to schools' work to support the personal development of pupils, such as the opportunities they have to learn about eating healthily and maintaining an active lifestyle. Inspectors will expect to see schools delivering a broad, ambitious education, including opportunities to be active during the school day and through extra-curricular activities. Schools should consider how they use their PE and Sport Premium to support this.

Online reporting

You must publish details of how you spend your **PE and sport premium funding** by the end of the summer term or by 31 July 2020 at the latest. Online reporting must include:

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

You are also required to publish the percentage of pupils within your year 6 cohort in the 2018 to 2019 academic year who met the **national curriculum swimming** requirement to:

- ✓ Swim competently, confidently and proficiently over a distance of at least 25 metres
- ✓ Use a range of strokes effectively
- ✓ 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.

Review of online reports

Schools' online reporting is monitored through an annual sample of schools in each local authority. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on premium funding and swimming attainment. The results are reported to the Department for Education, and also help to ensure that Active Partnerships can offer schools in their local area the most relevant support.

Useful websites

PE and sport Premium: conditions of the grant 2019 to 2020

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2019-to-2020>

PE and sport premium for primary schools

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

Association for Physical Education

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

Youth Sport Trust

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