

2020/2021 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

Alison Harvey

PE COORDINATOR

Sophie 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 2020 to 2021 academic year, to encourage the development of healthy, active lifestyles.

VISION: GOVERNMENT VISION

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

VISION: SCHOOL VISION

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.

FUNDING OBJECTIVES

Schools must use the funding to make **additional** and **sustainable** improvements to the quality of the physical education (PE), physical activity and sport they provide. This includes any carried forward funding from the 2019 to 2020 academic year, which must be spent by 31 March 2021.

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

- develop or add to the PE, physical activity and sport that your school provides
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- provide a PE curriculum which engages all children and inspire them to lead an active and healthy lifestyle

KEY OUTCOME INDICATORS: UPDATED 2020/2021

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

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

For example, by:

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative

- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim (funding can only be used for additional top-up swimming lessons to pupils who have not been able to meet the 3 national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons, and should not be used for core swimming provision).

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

For example, by:

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

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

For example, by:

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

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

For example, by:

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

Key outcome indicator 5: Increased participation in competitive sport

For example, by:

- increasing and actively encouraging pupils' participation in the School Games
- organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations

EVIDENCING THE IMPACT: REVIEW OF PE AND SCHOOL SPORT PREMIUM EXPENDITURE 2020/2021

| Key priorities to date | Key achievements & Impact | How will these achievements be sustained or further developed in 2021/2022? |
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| 1. Engagement of all pupils in regular physical activity | Key ACHIEVEMENTS <ul style="list-style-type: none"> Children have been accessing regular PE twice a week. Bridgewater mile Sports Games Day happened for each year group. | <p>Children will continue to access PE and the Bridgewater Mile regularly.</p> <p>The timetable and curriculum map have been sent out to all staff members so they can prep and plan for the next academic year.</p> |
| | Impact on PARTICIPATION <ul style="list-style-type: none"> Every child in school had the above opportunities. | |
| | Impact on ATTAINMENT <ul style="list-style-type: none"> Every child in school has had the opportunities to learn new skills and games. Children have gained a knowledge of social and emotional skills such as team work, communication and self-belief. | |
| 2. Profile of PE and sport is raised across the school as a tool for whole-school improvement | Key ACHIEVEMENTS <ul style="list-style-type: none"> Sports day for all children Young Leaders had the opportunity to lead sports day Virtual lessons and challenges during lockdown Extra-curricular clubs (football, dodgeball, fencing, golf, dance) | <p>As the pandemic restrictions ease, Young Leaders will have the opportunity to lead across the school and not just within their bubble.</p> <p>Children will have more opportunities to access competitions off-site with other schools.</p> <p>Pacesetters have been booked to deliver a range of clubs for each year group allowing every child the opportunity to be active.</p> |
| | Impact on PARTICIPATION <ul style="list-style-type: none"> Every child accessed sports day 31 Young Leaders had the opportunity to lead We always came in the top 10 schools during the lockdown challenges Each club was full. 15-20 children per club. Lunch time clubs were on a rota so all 90 children in each year group had the chance to attend. | |
| | Impact on ATTAINMENT <ul style="list-style-type: none"> Better concentration within lessons | |

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| | <ul style="list-style-type: none"> Up-skilling the children for specific sports. | |
| 3. Increase confidence and skills of staff in teaching PE and Sport | <p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> NTFC delivered CPD sessions to help staff deliver and assess PE. Staff feedback is that this has been extremely useful A staff meeting was conducted by the PE co-ordinator PE co-ordinator attending Get Set 4 PE workshops | CPD will need a big push next year. |
| | <p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> All staff attended the staff meeting PE co-ordinator sent key information from the workshops to all staff via email and briefings. | As we will be allowing visitors back in, sport specific coaches will be brought in to train the majority of our staff. |
| | <p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> Staff confidence has improved to teach dance. | Coaches will be distributed around the school throughout the year. – key initiative for the next academic year. Staff questionnaire to be sent out to clarify exactly which sports – triangulate with curriculum map. |
| 4. Broader experience of a range of sports and activities offered to all pupils | <p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> Young leaders are fully trained Varied clubs – football, rugby, golf, fencing. | Pacesetters to deliver popular and new clubs to get children active and broaden their activities. |
| | <p>Impact on PARTICIPATION</p> <ul style="list-style-type: none"> As clubs were on a rota every child from each year group had the chance to attend. | Change 4 Life club to be brought back for least active children/PP. |
| | <p>Impact on ATTAINMENT</p> <ul style="list-style-type: none"> Least active children interested in the fencing and golf clubs Least active children participated in the young leader activities (Year 5 only due to bubbles) | |
| 5. Increased participation in competitive sport | <p>Key ACHIEVEMENTS</p> <ul style="list-style-type: none"> Each year group completed an intra / inter-competition. In summer term, we managed to go off site to complete the competitions. | Children to continue to access competitions at all levels. |
| | <p>Impact on PARTICIPATION</p> <p><u>Multiskills:</u></p> <ul style="list-style-type: none"> 90 Year 1 children, 90 EYFS children <p><u>Boccia:</u></p> <ul style="list-style-type: none"> 8-10 children across KS2 (SEND) | All children to be given the opportunity not just A teams. |

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| | <p>Gymnastics:</p> <ul style="list-style-type: none"> • 5, Year 3 children <p>Netball:</p> <ul style="list-style-type: none"> • 7 Year 6 children <p>A variety of Intra-competitions were also completed throughout the year. Each year group completed at least one.</p> | |
| | <p>Impact on ATTAINMENT</p> <p>These competitions have given the children the opportunity to:</p> <ul style="list-style-type: none"> • Work as a team • Show respect • Good sportsmanship • Communication • Self-belief / positive well-being | |

EVIDENCING THE IMPACT: THE IMPACT OF COVID-19 ON THE PROVISION OF PE, SCHOOL SPORT & PHYSICAL ACTIVITY

| | What has been the impact of Covid-19 on the provision of PE, School Sport and Physical activity within your school? | How have you utilised your PE & Sport Premium funding to overcome some of these challenges? |
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| <p>Term 1 September to December 2020</p> | <p>We have noticed that children have lacked concentration at times throughout the day. We have ensured that children have accessed the Bridgewater Mile and active blasts.</p> <p>We have ensured that the least active have been able to participate in a range of competitions.</p> | <p>We have renewed our Imoves account last term so we can continue accessing the daily blasts for when children need a brain break.</p> <p>Within enhanced school affiliation price.</p> |
| <p>Term 2 January – March 2021</p> | <p>We have allowed children to take part in virtual competitions. The Northamptonshire Sport Virtual Games kept our children active over lockdown.</p> | <p>As this was during lockdown, we made sure the children at school had 2 hours of PE still and we ensured Pacesetters ran clubs at lunch time for each bubble.</p> |
| <p>Term 3 April – July 2021</p> | <p>Children had the opportunity to take part in clubs at lunch times and after school.</p> | <p>Pacesetter clubs continued to have a great impact in keeping children active.</p> <p>Year 6 – top up swimming funding.</p> |

Although children have taken part in virtual competitions, it is important we get children back to competing off-site with children from other schools.

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

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

You can use your funding for:

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

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

| Outcome | % of pupils achieving outcome | | | |
|---|--------------------------------|--------------------------------------|---|-----------------------------------|
| | 2017/2018 | 2018/2019 | 2019/2020 | 2020/2021 |
| Swim competently, confidently and proficiently over a distance of at least 25 metres | 92% | 72% | 72% | 63% |
| Use a range of strokes effectively; front crawl, backstroke and breaststroke | 92% | 91% | 91% | 81% |
| Perform safe self-rescue in different water-based situations | 92% | 100 starting but none secure | 2% | 88% |
| The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water. Have you used any funding for this purpose? | Year 5 had an additional coach | Funds used for additional instructor | We were unable to use our top up swimming | Yes – an extra coach was hired to |

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| | | and more pool time | lessons this year due to the pandemic. | push children who were anxious due to covid. |
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PE & SCHOOL SPORT DEVELOPMENT PLAN

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|---|--|--|---|---------------------------------|
| 2019/2020 Underspend ✓ Section below must be completed any 2019/2020 funding is being carried forward ✓ Must be spent by 31 st March 2021 | | | SUB TOTAL | 5,673 |
| 2020/2021 Funding ✓ Must be allocated and spent by 31 st July 2021 | | £16,000 + £10 per pupil (Year 1 – Year 6) | SUB TOTAL | 21,330 |
| | | | GRAND TOTAL | £27,003 |
| Key outcome indicator 1: Engagement of all pupils in regular physical activity | Planned Expenditure: % of total allocation: | £5000 | Actual expenditure: % of total allocation: | £4978.50 |
| 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: | £1500 | Actual expenditure: % of total allocation: | £5288.10 |
| Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Planned Expenditure: % of total allocation: | £3500 | Actual expenditure: % of total allocation: | £0 |
| Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils | Planned Expenditure: % of total allocation: | £7000 | Actual expenditure: % of total allocation: | £2500.01 |
| Key outcome indicator 5: Increased participation in competitive sport | Planned Expenditure: % of total allocation: | £2500 | Actual expenditure: % of total allocation: | £3269.80 |
| | | | | Underspend: £3397.14 |

2019/2020 Underspend: Use this section to detail how any underspend from 2019/2020 will be spent during the academic year 2020/2021

It is a requirement, as a result of the Department of Education relaxing the ring-fencing arrangements due to Covid-19, that schools must declare any underspend they are carrying forward from the academic year 2019/2020. Any underspend MUST be spent in full by March 2021

| INTENT | IMPLEMENTATION | IMPACT |
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| 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 2021/2022?</i> |
|---|--|------------------------|-----------------------|---|--|
| Covid secure bubble enrichment | Keyworker clubs during lockdown / enriched curriculum | £1470 | £1470 | Children to come back to school and be active again. Encourage children to communicate and work as a team. This encouraged a positive mindset for during lockdown. | Hopefully can revert back to year group and phase bubbles, therefore, clubs can welcome more children in, them helping pupils become more active. |
| Covid secure bubble resources | | £879.79 | £879.79 | Children to come back to school and be active again. Encourage children to communicate and work as a team again. | Hopefully can revert back to year group and phase bubbles. |
| School Council resources | Resources for school council and young leaders for active lunch times | £1047.35 | £1047.35 | Young Leaders to encourage personal challenge and lunch time games and activities. | This has provided both the school council and the young leaders opportunities to take responsibility and lead activities. This will be sustainable as they are already trained for next year. |

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

| INTENT | IMPLEMENTATION | | IMPACT | | |
|---|---|------------------------|--|---|---|
| Objective/intended impact <i>What do you want to achieve?</i> | Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i> | Planned funding | Actual funding | Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i> | Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i> |
| Have tailored opportunities that attract children who are least active and/or those who have been most affected by Covid-19 to participate in regular physical activity | Plan a multiskill approached physical activity programme for an identified cohort of children. This will be a 'Play Buddies' intervention that will encourage a group to learn and have a bank of games that they can play at break and lunch times. The children will be encouraged by their teachers and by the sports crew. If they complete the programme | £3000 | Fencing club Gymnastics club (Premier £588 / £165) Dodgeball Club Year ¾ £1008 | 360 children have had the opportunity to join the clubs provided. The programme has had a positive impact on the children as they are socialising and it has had a positive impact on their well-being. | This has given the children the opportunity to try new skills and socialise with different children after the pandemic. These have been run by external coaches therefore have been high quality for the children. |

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| | <p>they will earn a certificate. LTS will also be trained to help support this.</p> <p>Some activities may be delivered using Seesaw (online virtual platform)</p> <ul style="list-style-type: none"> - Upper phase children - Pacesetters / LTS to run clubs at lunch time. | | | | <p>These unique clubs can be continued next year to sustain wider school opportunities.</p> |
| Review physical activity time and intensity levels across the curriculum timetable | <p>Use the Active School Planner as a tool to visually demonstrate to staff when during the day children are inactive</p> <ul style="list-style-type: none"> • PEC to assist teachers to produce a Heat Map for their class • PEC to review the Heat Map with the class teacher • PEC and class teacher to consider and embed new ways of delivering aspects of the curriculum in a more physically active way | £0 | £0 | <p>coordinator created a heatmap for each term to work out what is working well and next steps.</p> <p>All year groups are doing their 2 hours of PE a week, with KS2 doing the 'Bridgewater Mile' twice a week.</p> <p><i>Evidence: A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</i></p> | <p>Staff see the use of a visual tool to enable them to consider change.</p> <p>PE coordinator and other staff can share good practice that have helped increase the quality and quantity of physical activity to increase 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 curriculum PE per week for ALL children</p> <p>Teachers encouraged to use our new GS4PE scheme as a guide to ensure lessons are well structured, differentiated and progressive. Staff are encouraged to provide opportunities for all children to 'learn to lead'.</p> <p>Staff will be given resources as and when from PE coordinator as CPD / to help with delivering lessons.</p> | <p>£0</p> <p>(Teacher CPD costs outlined in section 3)</p> | £ | <p>Each year group receive 2 hours of PE per week</p> <p>Chn are encouraged to lead warm ups, lead activities and cool downs throughout the term. These give the children the opportunity to practise teamwork, respect and sportsmanship.</p> <p>The Young Leaders and Sports Crew have had the opportunity to lead Sports Day activities, this has encouraged the children to take responsibility.</p> | <p><i>PE is regarded by all staff as the core curriculum subject it is</i></p> <p><i>Staff are motivated and enthused to teach it and have the subject knowledge to make it enjoyable, differentiated and progressive</i></p> <p><i>Good practice is shared in department and whole school meetings</i></p> <p><i>Schemes of work are well written and shared with all staff</i></p> |
| Bridgewater Mile and Physical challenge | <p>Continue to embed the Bridgewater mile.</p> <p>Teachers to be encouraged to ensure their class takes part in the 'Bridgewater Mile' 2-3 times a week. It has been stressed that this is even more important as physical activity levels have dropped over lockdown/pandemic. E.G. Tokyo Olympics in the summer – each year group collectively be challenged to see how far they can get to Tokyo.</p> | £0 | £0 | <p>Bridgewater Mile reintroduced after lockdown, to support physical activity, fitness levels and physical literacy.</p> | <p>KS2 to continue, KS1 to complete it more regularly.</p> <p>As Young Leader's will be able to change bubbles from September, they can run challenges throughout the year.</p> |

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| | Each year group to have a set of personal challenge cards – monitors or school councillor from each class to run these at break and lunch to ensure all children have the opportunity to access physical activity. | | | | |
| Top up swimming for Year 5 and 6 | 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 | £2000 | £3,217.50 | Top up swimming took place for the Year 6 cohort as they did not manage to attend swimming in Year 5 (only in Year 3) | Year 6 swimming to continue next Year, based on the Year 5 swimming data this year. |

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

| INTENT | IMPLEMENTATION | | IMPACT | | |
|--|--|-----------------|----------------|---|--|
| Objective/intended impact 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 2021/2022? |
| Continue to be a Northampton SSP Enhanced School | Ensure opportunities are added to the school diary at the earliest opportunity 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 | £3150 | £3150 | Being an Enhanced school has enabled us to access a variety of virtual competitions and non-competitive resources. We have also received support and guidance from an SSCo and SSM. | We will continue to maintain an enhanced school as it offers many opportunities. |
| Engage in the School Games Mark Framework self-review tool | Use the national online tool to review and reflect on our recovery curriculum and ensure that we maximise our engagement in the School Games <ul style="list-style-type: none"> Autumn Term 2: Reflect on current provision via online tool and then share report with SSCo & SSM Consider the Action Plan and identify staff and resources and act upon the actions | £0 | £0 | This year we focused on getting the children moving again, their well-being and communicating with a variety of their peers. We ensured we provided lunch time clubs and opportunities – these were successful. The school council and the Young Leaders were involved in this process. | Staff were made aware of the expectations regarding intra-competitions. SLT are supportive in allowing the PE co-ordinators to take hold of the report and lead it within the school. Headteacher ensures newsletters and social media covers sport / physical |

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| | <ul style="list-style-type: none"> Summer Term: Review and reflect on provision and outcomes achieved from the action plan | | | | activity that is happening around the school. |
| 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> <ul style="list-style-type: none"> Use the real Leaders Action Plan to support in the planning and implementation of the training Ensure the young leaders and sports crew work alongside the school councillors to their learning can impact the whole school | £0 (Incl. in Enhanced Membership) | £ | <p>31 children have accessed the leadership training. It was completed by the Easter holidays. This took place on both an online platform and in person.</p> <p>Due to bubbles, the young leaders haven't had huge amounts of opportunities to lead. They managed to lead sports day.</p> | The previous Young Leaders will become the Sports Crew next year and help mentor and support the new Young Leaders. |
| 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> <p>Year 5 children have the opportunity to apply to be a young leader.</p> <p>Young leaders meet at least once every half term.</p> <p>Liaise with school councillor lead if young leaders can attend those meetings too.</p> <ul style="list-style-type: none"> | £0 | £0 | <p>At the start of each academic year the children apply to be a Young Leader, this encourages them to think of the key skills needed to be a great leader.</p> <p>We wanted the children to work on their team work and communication skills (from lockdown). The group met up every 3 weeks to discuss possible games, and ways they could lead.</p> <p>The group lead some activities within PE lessons and lunch times in their own year group bubbles. This had a great impact on the Year 5 children, as lunch times were organised and active.</p> | <p><i>Ensure Sports Crew and Young Leaders have the opportunity to lead across the school next year.</i></p> <p><i>Both groups to meet with the school council to make it a whole school initiative. This will ensure it is taken seriously.</i></p> |
| Share and celebrate achievements in PE, school sport and physical activity | <p>Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly</p> <ul style="list-style-type: none"> Use a noticeboard and/or school digital system to publicly share success from within and outside of school Use social media to highlight school sport success and progress within PE Children to be recognised on Seesaw if they have shown a particular School Games Value. | £0 | £ | <p>During lockdown, the virtual school games leader board was a great way to show the whole school's achievements.</p> <p>SLT ensure social media includes key groups of children or individual's achievements.</p> <p>We have celebrated the amount of intra and inter school competitions we have attended and taken part in this year. We have celebrated this by giving certificates out to children who have worked hard and by celebrating via newsletters.</p> | <p><i>Regularly update noticeboards in school so all staff know what is happening.</i></p> <p><i>Engage children to contribute to the Sports Blog</i></p> |

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| Enrich the Young Leader training by ensuring they take part in the Pacesetters 'Play-Maker' training. | The Young Leaders to have an opportunity to further their training and learn new games and new ways to deliver them. | £500 | £500 | This has been a great way to get the Young Leaders more training and more ideas of what to do on the playground with a variety of children. | Ensure this is booked next year for the same enrichment opportunities. |
| Ensure high quality opportunities are given for children to learn and develop key fundamental skills are provided through PE lessons. | Ensure children and staff have high-quality resources to deliver a range of topics, skills and to ensure a range of sports and activities can be learned/played. | £1500 | £514.58 £369.47 £248.05 | We have ensured staff have the fundamentals when teaching PE and feel confident to do so and that the children have high-quality PE. | Complete staff audit of what they feel they need to teach PE to a high standard. |
| PP children to be given opportunities to be active. | 8 children from each year group to be taken rock climbing. | £500 | £396 + £110 | This has been a great enrichment opportunity for the least active PP children. This has given the children an opportunity to be active, work as a team and communicate with different people. | Continue PP enrichment opportunities – good feedback this year. |

Key outcome indicator 3: Increased confidence, knowledge and skills of all staff 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 2021/2022?</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 Appropriate internal or external training and/or resources to be identified and sourced Staff to be trained further in as many skills as possible this year due to the new scheme being used / may have not taught a specific skill/sport. | £3000 £0 (Incl. in Enhanced Membership) | £0 | Due to the pandemic, visitors were limited, therefore high-quality internal training has not taken place. Staff meeting was delivered by PE co-ordinator. PE co-ordinator also went on courses (dance, gymnastics, assessment) and then the | Specific sport coaches to come in for KS2 - PE co-ordinator to look at the curriculum map to decided which will be best. |

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| | <p>Book 1 member of staff onto the AfPE safer practice in PE, school sport and physical activity workshop</p> <p>CPD:</p> <ul style="list-style-type: none"> - Swimming - LTS - Sports coaches to deliver sport specific CPD - Kitchen to work alongside teachers to deliver healthy eating lessons | | | information was shared with the staff via email. | |
| 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> <ul style="list-style-type: none"> • Register with organisations considered experts within the field of PE, school sport and physical activity i.e. School Games, Youth Sport Trust, Sport England, Northamptonshire Sport, AfPE | £500 | N/A | <p>PE co-ordinator has been keeping up to date with key government messages through Young Sport Trust and Sport England. This information has then been laid back to all staff at school where necessary.</p> <p>Northamptonshire Sport have provided opportunities for children this year online and in person. The engagement of these opportunities was extremely high.</p> | <p>Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities</p> <p>Share important messages with all staff</p> |

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

| 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 2021/2022?</i> |
| Offer a diverse and needs led extra-curricular programme | <p>Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable</p> <ul style="list-style-type: none"> • Review success and attendance of opportunities in the previous academic year • Allow children to have a voice and influence what is offered – questionnaire to be sent out • Explore and evaluate the costs and benefits of using external providers | £2000 | <p>See in indicator 1</p> <p>+</p> <p>£632.11</p> | <p>15 children per year group accessed each club.</p> <p>There was a rota for each club for a variety of children could access after a few weeks.</p> <p>Between 30-60 children accessed each club.</p> <p>Dodgeball and fencing were the most popular – children has the opportunity to</p> | <p><i>Evaluate attendance at each club and adjust offer accordingly</i></p> <p><i>Use child voice to influence and engage specific cohorts of young people</i></p> |

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| | <ul style="list-style-type: none"> • Thoroughly check for appropriate qualifications and experience before deploying external providers • Explore internal opportunities to provide training to upskill staff to lead on clubs <p>Before school clubs / After school clubs</p> <ul style="list-style-type: none"> - Yoga - Gymnastics - 'Well-being club' - Archery and fencing | | | take part in a sport they usually would not play. | |
| Forest Schools / Outdoor Adventurous Activity | <p>CPD to allow adventurous outdoor activities to continue.</p> <p>To liaise with Forest school's leader any enrichment activities that can be led. To ensure forest school staff have the correct resources to deliver this programme.</p> <p>Ensure groups of children are regularly attending forest schools.</p> <ul style="list-style-type: none"> - Canoeing opportunities - Frontier Centre opportunities - Water safety (see 'Hazard Alley') - Adventure Ways | £3000 | £111.90 | <p>Due to the pandemic visitors could not be on school site for the first two terms.</p> <p>We are looking for high quality training opportunities that will definitely take place next academic year.</p> | Ensure 1-2 members of staff have basic forest school training in each year group so outdoor learning can take place consistently throughout the school. |
| Dance workshops | <p>Diverse dance workshops to promote diversity and for children to experience moving and dancing different genres.</p> <p>To appreciate dance and accompaniment from all over the world.</p> | £1756 | <p>Chinese Dragon Dance workshop £499</p> <p>South American dance workshop £419</p> <p>Indian £419</p> <p>African £419</p> <p>Morris</p> | <p>Each child from Year 1 – 4 had the opportunity to take part in a diverse dance workshop.</p> <p>From staff and pupil feedback these were extremely successful in getting the children active, learning about a new culture and for positive for their well-being.</p> | <p>Year 1-4 trialled them this year, next year each group to have a couple of workshops throughout the year.</p> <p>primaryworkshopsforschools.com</p> |

Key outcome indicator 5: Increased participation in competitive sport

| INTENT | IMPLEMENTATION | | | IMPACT | |
|--|--|--------------------------------------|-----------------------|---|---|
| Objective/intended impact What do you want to achieve? | Actions to achieve Outcome What do you need to do to achieve your intentions? | Planned funding | Actual funding | Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school? | Sustainability / Next Steps How will this outcome be sustained or further developed in 2021/2022? |
| Provide opportunities for children with SEND to access appropriate competitions | Identify children with SEND and consider their disability before providing competitive opportunities in mainstream, Inclusive, Project ability or Intra-School competitions | £0 (Incl. in Enhanced Membership) | £0 | Between 8-15 SEND children accessed the intra and inter Boccia competitions this year. These are always great opportunities to ensure all children have the chance to compete in a team game setting. 3 Young Leaders also had SEND, which supported their confidence this year. | Incorporate inclusive sports into core curriculum lessons – look at curriculum map 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 | £500 | £59.40 | <ul style="list-style-type: none"> 660 children participated in the School Games Day. The School Games Day had 6 activities to carousel around. It was very inclusive and included a range of skills including, running, throwing, catching, jumping and team work games. We ensured points were also given for the Sports Game Values not just for 'winning' The Young Leaders lead each activity throughout the day. | <ul style="list-style-type: none"> Feedback from staff and pupils was positive – as the activities were varied, there was something for everyone. Staff felt confident as each station had a young leader to explain the rules/scoring etc. |
| Provide opportunities for all children to access personal challenge activities and to ensure Young Leaders are creating children active lunchtimes | Organise and deliver a series of Personal Challenge opportunities <ul style="list-style-type: none"> Ensure activities are School Games compliant Deploy young leaders and/or staff to facilitate the opportunities Consider how these competitions could be linked to whole school house systems Developing a card so pupils can track their own progress. | £500 | £260.40 | Due to bubbles, children have had less opportunities to learn from Young Leaders. The Young Leaders provided challenges virtually for other year groups, encouraging every child to take part. | The profile of personal challenges needs to be raised across the school. This could be a focus for the Year 6 Sports Crew and Council next year. |

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| | <ul style="list-style-type: none"> To get the school council involved to help deliver this. | | | Sport Coaches (along side Young leaders) ran clubs to support with the different bubbles. | |
| 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"> Ensure activities are School Games compliant – consider accessing NSport resources Deploy young leaders and/or staff to facilitate the opportunities Consider how these competitions could be linked to whole school house systems | £0 | £0 | <p>60% of our school participated in at least one intra-school competition.</p> <p>We ensure each year group partake in at least one intra-school competition each year.</p> <p>Intra-school competitions enable children to work on their sportsmanship and team work skills.</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"> Ensure activities are School Games compliant Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children Ensure children are adequately prepared for the competitions to ensure a positive competition experience Consider how school representatives are rewarded for the achievements | £0 (Incl. in Enhanced Membership) | £0 | <p><i>What competitions did you attend?</i></p> <p><i>How many different children represented the school?</i></p> <p><i>How did the children deal with success and failure?</i></p> <p><i>How did the experience contribute to other aspects of the children's learning and social development?</i></p> <p>Evidence: Team Declaration Forms, photos, teacher observations</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> |
| 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 | £0 (Incl. in Enhanced Membership) | £0 | <p>When choosing children for competitions, we also ensure we are inclusive by choosing a range of abilities, ethnicities, SEND to ensure every child has the chance to represent the school.</p> <p>Many of these were virtual this year so staff did not attend any 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 | Access Multisport Festivals planned and delivered by Cluster host secondary school | £0 (Incl. in Enhanced Membership) | £0 | 90 children attended the KS1 virtual multi skills festival | Support children to transition into extra-curricular clubs |

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| exploring new sports and activities in a safe and friendly festival environment | <ul style="list-style-type: none"> Select children who are unlikely to represent the school in other sports opportunities Select children who need the opportunity to have a positive experience of school sport and/or need to be rewarded for their efforts in PE and/or extra-curricular clubs | | | <p>90 children attended the Year 3/4 virtual multi skills festival.</p> <p>Pupil and staff feedback were positive. This event inspired the children as there were a range of activities that everyone could access.</p> | <p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</p> <p>Used in Sports Day</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"> 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 Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day | £0 (Incl. in Enhanced Membership) | £0 | <i>Children didn't attend due to restrictions.</i> | Ensure children attend as many competitions as possible next year – if all is well. |
| Provide access to transport to enable children and staff to access opportunities | Access to transport where required to take children to competitions, events, activity days | £1500 | <p>Year 5 swimming £1120</p> <p>Year 6 swimming £1120</p> <p>Comps: £120 £140 £450</p> | It has been very important that with the easing of restrictions, children have the opportunity to access as many competitions and physical activity as possible. | To ensure a similar amount (or more) is allocated for competitions next year |

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: | | | | | | | | | Date: | |
| Document updated | | | | | | | | | | |

Department for Education guidance on how to use the Primary PE and Sport Premium – updated October 2020

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 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 which 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

What should your funding NOT be used for?

The Secretary of State does not consider the following expenditure as falling within the scope of additional or sustainable improvement:

- Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of schools' core staffing budgets
- Teaching the minimum requirements of the national curriculum PE programmes of study – including this specified for swimming
- Fund capital expenditure

Active Miles

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

Schools compliance

You are accountable for how you use of the PE and sport premium funding allocated to you. You are expected to spend the grant for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered. Schools and local authorities must follow the terms and conditions in the conditions of the grant documents.

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

Schools must publish details of how you spend your PE and sport premium funding by the end of the summer term or by **31 July 2021 at the latest**. If you have any carried forward funding from academic year 2019 to 2020 you should show separately how this funding has been spent and confirm that it has been spent before 31 March 2021.

Online reporting must include:

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

You are also required to publish the percentage of pupils within your year 6 cohort in the 2020 to 2021 academic year who met the national curriculum requirement to:

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

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

Review of online reports

Schools' online reporting is monitored through an annual sample of schools. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on PE and sport premium funding and swimming attainment. The results are then shared with DfE and help to ensure that Active Partnerships can offer schools in their local area the most relevant support.

Payment dates for the 2020/2021

Maintained schools, including PRU's and general hospitals

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

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

- 7/12 of your funding allocation on 30 October 2020
- 5/12 of your funding allocation on 30 April 2021

Academies, free schools and CTCs

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

- 7/12 of your funding allocation on 2 November 2020
- 5/12 of your funding allocation on 4 May 2021

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 2 November 2020
- 5/12 of your funding with the first payment you have scheduled with us after 4 May 2021

Useful websites

PE and sport Premium: guidance document

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2020-to-2021>

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>