

2021/2022 PE AND SPORT PREMIUM DEVELOPMENT PLAN

EVIDENCING THE IMPACT & SUSTAINABILITY

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

The school sport and activity action plan sets out the government's commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day. It recommends 30 minutes of this is delivered during the school day (in line with the Chief Medical Officer guidelines which recommend an average of at least 60 minutes per day across the week).

The PE and sport premium can help primary schools to achieve this commitment, providing primary schools with £320 million of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools, so they have the flexibility to use it in the way that works best for their pupils.

SCHOOL

Lings Primary School

HEAD TEACHER

Mark Wilson

PE COORDINATOR

Anne Davies



PE AND SCHOOL SPORT PREMIUM: THE PURPOSE

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

VISION: GOVERNMENT VISION

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

VISION: SCHOOL VISION

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

FUNDING OBJECTIVES

Schools must use the funding to make **additional** and **sustainable** improvements to the quality of the physical education (PE), physical activity and sport they provide. This includes any carried forward funding from the 2020 to 2021 academic year, which must be spent by 31st July 2022.

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
- develop lifelong learning, physical literacy, and family engagement with our children in school and at home.

KEY OUTCOME INDICATORS: UPDATED 2021/2022

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 2021/2022

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2022/2023?
<p>1. Engagement of all pupils in regular physical activity</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> Maintained active breaks for all year groups with central resources. Updated fixed playground equipment: new 3 head basketball and netball posts, a traverse wall, and a multi-purpose goal. PE provision provided 2 hours a week per year group utilising school staff. Jasmine home logins are still active for all year bands. Return to swimming curriculum for Y5 60 children 6 weeks each. School actively participated in the government initiative of 'Beat the Street' 22.9.21- 3.11.21 Partnered with NLT to run an all-year-round active breakfast club on Thursday mornings 8:00-8:40. Y3, Y4, Y5 Introduction of brain breaks in classes for Y3 – use of Go Noodle 10 mins each lesson <p>SPRING TERM</p> <ul style="list-style-type: none"> Return to swimming curriculum for Y4 60 children 5 weeks each. Partnered with NLT to run an all-year-round active breakfast club on Thursday mornings 8:00-8:40 Y5 NTFC breakfast activity club Y4- Spring/summer terms- Sam NTFC Y3 intervention group 'Tagtiv8' programme - Sam NTFC Y5 lunch time activity club Y5– Sam NTFC Lego club Y4 -Sam Yoga/ Pilates club Karoline 7:45-8:45 <p>SUMMER TERM</p> <ul style="list-style-type: none"> Return to swimming curriculum for Y6 60 children 5 weeks each. Partnered with NLT to run an all-year-round active breakfast club on Thursday mornings 8:00-8:40 Y6 Yoga/ Pilates club Karoline 7:45-8:45 Martial arts offered to all Y4 and Y6 pupils in curriculum PE lessons for 6 weeks summer term <p>Impact on PARTICIPATION</p> <p>AUTUMN TERM</p>	

	<ul style="list-style-type: none"> • All breaktimes are now back to normal with children freely accessing a large variety of planned activities by our YL at breaktimes and lunchtimes. • All Jasmine logins remain active and are linked to the school PE curriculum • Highlighted the importance of active lifestyles across the school and increased the drive for healthy lifestyles and lunchboxes. <p>SPRING TERM</p> <ul style="list-style-type: none"> • All NTFC sessions are well attended – 50 children in total • Yoga club 20 regular in attendance <p>SUMMER TERM</p> <ul style="list-style-type: none"> • 120 pupils participated in martial arts during the curriculum PE lessons for 6 weeks 	
	<p>Impact on ATTAINMENT</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • Regular PA at school and home has enabled our children to: <ul style="list-style-type: none"> - Maintain focus on learning behaviours and development - Enhanced our pupil’s social skill and interaction post covid. - Help improve our children’s concentration and focus. • Active breaks have allowed the children the freedom to interact with others in a relaxed manner and increase their creativity and resilience to try new things. • Increased confidence in ability to swim or feel safe in the water. • PE through the Jasmine platform has maintained its status alongside home learning journeys. Children’s PA is increasing from reception to Y6. <p>SPRING TERM</p> <ul style="list-style-type: none"> • Increased confidence in water skills and swimming ability Y4 children • NTFC morning sessions improving children’s concentration and readiness to learn • Y5 intervention at break reducing the number of playtime issues occurring and improving understanding of others. • Y3 Tagiv8 program children are more receptive to learning maths through the physical aspect and basic numeracy is improving. • 125 years celebration event at NTFC tickets /flag waving – decade flag created <p>SUMMER TERM</p> <ul style="list-style-type: none"> • All children in Y4 and Y3 learnt the skills to defend themselves through the ‘Bully to black Belt scheme’ in martial arts. The programme was well received by all children and staff and therefore will continue into 22-23. 	
<p>2. Profile of PE and sport is raised across the school as a tool for</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • All Real PE assessment wheels are now active from pre school to Y6, and first assessments are complete for the autumn term. 	

**whole-school
improvement**

- Inclusive health check completed on the school games website.
- YL program has been delivered in school and externally for 20 Y5 cohort of leaders to maintain progress and motivation.

SPRING TERM

- Excellent YL review with well organised and structured playtimes increasing activity levels of all
- Saints Day of Rugby player visits- whole school engagement assembly Q&A. Year 6 coaching session and matches with player.
- Saints' curriculum PE Y1-Y6 and Ks1 and Ks2 after school clubs

SUMMER TERM

- CWG day on 8.7.22 introduced all the children from reception to Y6 to a variety of sports organised and ran by the YL. Each year group allocated a 45min slot throughout the day to try all activities including staff. Activities such as: tri-golf, archery, NFL, Cricket, volley, hockey. These activities were then transferred to lunchtime activities.
- School has attained the 'Platinum Schools Games Mark' for 21-22 and 22-23.

Impact on PARTICIPATION

AUTUMN TERM

- Assessment of all pupils (pre-school -Y6) via the Real PE assessment wheels 3 times a year -September, easter and Summer.
- 20 Y5 YL completed lessons 1-5 of real Leader's program with PE co-ordinator and PE lead.
- 30 pupils from Y3-6 who showed determination and resilience to maintain active and engaged in all PA offered, where rewarded with a trip to Wembley Stadium.

SPRING TERM

- Whole school involvement YR-Y6 day of rugby
- Curriculum PE Saints 360 children involved.
- Saints' extracurricular clubs KS1 -30 children and KS2 30 children

SUMMER TERM

- All children from R to Y6 participated in the CWG day including lunchtime activities ran by the YL

Impact on ATTAINMENT

AUTUMN TERM

- Use of informed data from the assessment wheels will inform staff of the true impact of the programme, which in turn will influence the provision and structure of PE, school sport and physical activity for the coming years.

	<ul style="list-style-type: none"> • Confidence increased with each session and greater independence to deliver activities without Y6 mentors. Spring term will now deliver solo. • The Wembley trip inspired the children to engage in a variety of virtual competitions and increased participation numbers and club sign up. <p>SPRING TERM</p> <ul style="list-style-type: none"> • Positive interaction with player from Y6 pupils on engagement day. Understanding on importance of a healthy lifestyle and eating. What it takes to become a professional player skill set, dedication, perseverance, commitment, problem solving, and teamwork. • All children enjoyed the experience and shared photos per class. <p>SUMMER TERM</p> <ul style="list-style-type: none"> • A tour around NTFC stadium and all background areas including a guide on the history of NTFC 15 pupils from KS2. • A tour around Saints RFC stadium 60 children Y6 including the history of the saints. • The CWG day was well received by all staff and pupils who thoroughly enjoyed the experience and inspired the children to try new activities. 	
<p>3. Increase confidence and skills of staff in teaching PE and Sport</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • All teaching staff in foundation and preschool have been upskilled with training on the Jasmine platform for Real PE Basic Foundation and Foundation programmes by LW – 27.11.21. To improve confidence in delivery and support of high-quality PE lessons with greater consistency of approach with staff changes. • Foundation staff have also been mentored Autumn term by PE Co-ordinator and TD on how to deliver a PE session with ongoing support for the year. • Real Legacy school - PE Co-ordinator has completed Modules 1, 2 & 3 of the leadership training online which included: healthy competition, learning nutrition & assessment. Module 4 booked for summer. • Y1 and Y2 staff engaged in 24 hours of Tennis CPD to enable staff to broaden the curriculum and extra-curricular offer. • Y3 and Y4 staff engaged in 12 hours of Martial Arts CPD to enable staff to broaden the curriculum and extra-curricular offer. <p>SPRING TERM</p> <ul style="list-style-type: none"> • Y1, Y2, Y4 & Y6 staff engaged in 12 of Tag -rugby CPD to enable staff to broaden the curriculum and extra-curricular offer. • TD & AD completing their Level 1 certification in 'Dodge ball' • AD Real Play training 15.03.22 • AD County Sports conference 21.03.22 	

- NCCC whole day of cricket
- National School Golf Foundation Programme in partnership with Golf Way- 6 weeks programme Y5 children

SUMMER

- AD Real Leader training 20.06.22
- Y5 and Y6 staff engaged in 12 hours of Martial Arts CPD to enable staff to broaden the curriculum and extra-curricular offer.
- AD module 4 of leadership training online

Impact on **PARTICIPATION**

AUTUMN TERM

- 402 pupils benefited from staff training and increased focus on assessment wheels.
- Total of 6 Foundation teaching staff trained on Jasmine platform.

SPRING TERM

- Dodge ball and NFL afterschool club running for KS2 children on a Monday.
- NCCC whole day of cricket – 390 children participated
- National School Golf Foundation Programme in partnership with Golf Way- 6 weeks programme 60 children participated

SUMMER

- AD greater confidence in delivering the create development PE schemes of work and leadership programme.

Impact on **ATTAINMENT**

AUTUMN TERM

- Improved confidence of early Years staff to plan and deliver high quality weekly PE lessons ensuring consistency of approach and delivery across the school to aid transition from year to year.
- Early years staff are now able to deliver weekly PE lessons using the Jasmine platform for support.
- Increased confidence as a subject lead for PE to train and support other teaching staff on the delivery of PE, dance, and gymnastics through the Jasmine platform.
- Understanding and confidence to initiate the roll out of the PE assessment wheels across the whole school and first assessment completed for Autumn term with support of TD.
- Understanding of how to undertake a learning Nutrition assessment on teaching staff with support of the Jasmine platform.

SPRING TERM

	<ul style="list-style-type: none"> National School Golf programme goal and attainment: introduce children to the sport, delivering a life skill: emotional control, focus, visualisation, honesty, respect, and perseverance. TD CPD Golf way activation course online and face to face. AD better understanding and delivery of the Real Leader and Real Play programmes. <p>SUMMER</p> <ul style="list-style-type: none"> TD has developed a through understanding of the Golf way programme and successfully delivered a 6-week programme to 60 Y5 pupils. It has inspired the children to look at pathways to continue the sport outside school. 	
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> NLT tennis in PE lessons for 6 weeks (Y1, Y2) Martial arts in PE lessons for Y3 - 6 weeks Dance contemporary and ballroom in PE lessons and clubs (Y3/4 and Y5/6) Gymnastics in PE lessons and lunchtime clubs (Y3/4 and Y5/6) Y3/4 face to face festivals offered through NSSP – Tag Rugby, Tennis KS1 face to face festivals offered through NSSP- Badminton KS2 face to face festivals offered through NSSP- Y5 multi-skills <p>SPRING TERM</p> <ul style="list-style-type: none"> Competing into a national competition for dodgeball in Hereford May 2022 Linked with NTFC for this year- excellent flag waving experience for 30 KS2 children on 1.2.22. Magic moments and memories for children, teachers, and parents. SAS project week 4 climbing at Pinnacle and Boulder room 8 Y6 pupils. <p>SUMMER</p> <ul style="list-style-type: none"> Mobile climbing wall experience for Y3-Y6 NLT tennis in PE lessons for 3 weeks (Y3- Y6) Attendance at the get active Festival at Overstone Scout Camp All pupils from Y3-Y6 attended a tennis tournament at NLT Y3/4 OAA day at Overstone Scout camp 14.7.22 A skills festival ran by NTFC, NCCC and Saints RFC where 15 children experienced football drills, cricket skills and tag-rugby skills. <p>Impact on PARTICIPATION</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> 120 children experienced tennis in PE lessons (Y1 & Y2) 	

	<ul style="list-style-type: none"> • 60 children experienced Martial arts in PE lessons (Y3) • 180 children experienced dance contemporary and ballroom in PE lessons and clubs (Y3-Y6) • 240 children experienced gymnastics in PE lessons and clubs (Y3-Y6) • 10 children experienced Badminton festival • 30 children experienced Y5 multi skills <p>SPRING TERM</p> <ul style="list-style-type: none"> • KS2 and KS1 tag-rugby after school clubs for 60 children ran by Saints RFC. <p>SUMMER</p> <ul style="list-style-type: none"> • 240 children participated in the day of climbing • 240 children participated in NLT tennis tournaments from Y3-Y6 	
	<p>Impact on ATTAINMENT</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • A reintroduction back into school sport and PA which is rewarding for all yet safe to experiment and explore. • Increased participation numbers in festivals. <p>SPRING TERM</p> <ul style="list-style-type: none"> • Saints player visit 3.2.22 working with Y6 children in curriculum lesson on skills and game tactics. Along with a tour of school visiting all classes from reception upwards. Positive influence on PA and healthy living an excellent role model. <p>SUMMER TERM</p> <ul style="list-style-type: none"> • All children attending the NTFC, Saints and NCC festival were inspired by their experiences and school created links for future developments 22-23. It was a positive and engaging activity for all. They even meet the 3 mascots. 	
<p>5. Increased participation in competitive sport</p>	<p>Key ACHIEVEMENTS</p> <p>AUTUMN TERM</p> <ul style="list-style-type: none"> • Staff prepared and organised pupils to compete in the Northamptonshire Virtual School Games competitions: KS2 Badminton, KS2 Boccia • Y5/6 Junior Strictly ballroom dancing competition Step-by-step • Face to face competitions through Nssp- Y3/4 & Y5/6 gymnastics, Y3/4 & Y5/6 sports-hall athletics, Cross country Y3-Y6, KS2 Badminton & Boccia • EFL Kids Cup run by Northampton Town FC for which we a partner school <p>SPRING TERM</p> <ul style="list-style-type: none"> • Y3/4 Junior Strictly ballroom dancing competition Step-by-step • Face to face competitions through Nssp- KS1 & KS2 New Age Kurling -L3 progression both teams. • Y4 multi skills 30 children 	

<ul style="list-style-type: none"> • KS1 cricket multi skills festival 10 children ran by 'Chance to Shine' <p>SUMMER TERM</p> <ul style="list-style-type: none"> • Won the NFL regional finals at Coventry 17.6.22 progressing on to the National Flag Football finals at Loughborough University making the quarter finals. A fantastic achievement from our Y5/6 team who only started training this year. • Grand Final of Junior Strictly at Dergate Theatre Y1/2, Y3/4 and Y5/6 teams performed exceptionally well with our Y5/6 2nd place. • Y3 multi skills festivals 	
<p>Impact on PARTICIPATION</p> <p>AUTUMN TERM</p> <p>Intra schools' competition Participation:</p> <ul style="list-style-type: none"> • Badminton (House competition & Personal Best) • Boccia (House competition) • Swimming: 30 pupils (House competitions) • Sports hall athletics (House competitions & Personal Best) <p>Interschool competition Participation:</p> <ul style="list-style-type: none"> • KS2 Badminton 8 pupils • Y4-Y6 Cross country 24 pupils • Y3/4 sports hall athletics 13 pupils • Y5/6 sports hall athletics 15 pupils • Y5/6 gymnastics 4 pupils • Y3/4 gymnastics 4 pupils • KS2 Boccia 3 pupils • Y5/ 6 Junior strictly 12 pupils • EFL kids cup 7 pupils <p>Virtual interschool competitions participation:</p> <ul style="list-style-type: none"> • KS2 Badminton – 16 pupils (2 teams) • KS2 Boccia – 74 pupils (3 teams) <p>SPRING TERM</p> <p>Interschool competition Participation:</p> <ul style="list-style-type: none"> • KS1 & KS2 New Age Kurling- 8 pupils • Y3/4 Junior strictly 14 pupils <p>SUMMER TERM</p> <ul style="list-style-type: none"> • Y1/2 12 pupils participated in the Junior strictly final 	
<p>Impact on ATTAINMENT</p> <p>AUTUMN TERM</p>	

- All pupils who accessed the competitive sports enjoyed the experience of representing the school, whether it was face to face or virtual and it has been a very successful first term.
- All results have been celebrated by the whole school and improved school morale.

Interschool competition Participation:

- KS2 Badminton – Gold L3 progression
- Y/6 sports hall athletics – Gold L3 progression
- Y5/6 gymnastics – Gold L3 progression
- Y3/4 gymnastics – Gold L3 progression
- KS2 Boccia - Bronze
- Y5/ 6 Junior strictly – Silver -regional qualification

Virtual interschool competitions participation:

- KS2 Badminton – Gold A team & Silver B team
- KS2 Boccia – Gold , Silver, Bronze

SPRING TERM

Interschool competition Participation:

- KS1 & KS2 Kurling – Silver & Gold- L3 progression
- Y3/4 golf 1st place progress L£ games

SUMMER TERM

Interschool competition Participation:

- KS2 orienteering- Gold L3 progression + Gold at L3 games 7.7.22
- NFL Flag football 1st regional finals at Coventry
- NFL Flag football 5th in the UK at the National Finals Loughborough 28.6.22
- Y3/4 athletics 8.6.22 – participation from 20 pupils
- Y1/2 junior strictly on 15.5.22 placed 2nd and registered for the final on 25.6.22
- Grand Finals of ballroom at Derngate Y1/2, Y3/4 and Y5/6 teams all competed with Y5/6 placing 2nd.
- Y5/6 saints tag ruby cup at Cinch Stadium 10.6.22 10 children excellent experience playing on the pitch and meeting players.
- L3 school games 7.7.22 4 teams went from Lings, Orienteering, Y3/4 tri-golf, Y3/4 tennis, and Goal ball. A fantastic achievement for so many children to represent Northamptonshire at the County Finals. 1st Y3/4 tri-golf, 1st Orienteering, 2nd goal ball and 3rd y3/4 tennis.
- Y5/6 athletics 15.6.22 at Moulton college placed 12th.
- Y3/4 mini red tennis 1st place
- KS2 goalball 24.5.22 1st goalball
- NTFC Football cup at Sixfelds Stadium 3rd place.

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

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

You can use your funding for:

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

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

Outcome	% of pupils achieving outcome				
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Swim competently, confidently and proficiently over a distance of at least 25 metres	55%	61%	46%	63%	43%
Use a range of strokes effectively; front crawl, backstroke and breaststroke	28%	26%	30%	32%	14%
Perform safe self-rescue in different water-based situations	55%	55%	23%	30%	14%
The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water. Have you used any funding for this purpose?	No	No	No	No	No

PE & SCHOOL SPORT DEVELOPMENT PLAN

2020/2021 Underspend ✓ Section below must be completed for any 2020/2021 funding being carried forward ✓ Must be spent by 31 st July 2022	£2317.42	SUB TOTAL	£2,317.42
2021/2022 Funding ✓ Must be allocated and spent by 31 st July 2021	£16,000 + £10 per pupil (Year 1 – Year 6)	SUB TOTAL	£19,170
GRAND TOTAL			£21,487.43
Key outcome indicator 1: Engagement of all pupils in regular physical activity	Planned Expenditure: £740 % of total allocation: 3.44%	Actual expenditure: £740 % of total allocation: 3.44%	
Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: £4960 % of total allocation: 23.08%	Actual expenditure: £4960 % of total allocation: 23.08%	
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: £10,303.62 % of total allocation: 47.95%	Actual expenditure: £10,303.62 % of total allocation: 47.95%	
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: £2084.38 % of total allocation: 9.7%	Actual expenditure: £2084.38 % of total allocation: 9.7%	
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: £1000 % of total allocation: 4.65%	Actual expenditure: £1000 % of total allocation: 4.65%	

2020/2021 Underspend: Use this section to detail how any underspend from 2020/2021 will be spent during the academic year 2021/2022

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 2020/2021. Any underspend MUST be spent in full by 31st July 2022

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>
Foundation staff to be competent delivering high-quality PE through the Jasmine platform	Training day for Foundation staff to be delivered by an external tutor – 23/11/2021 Team Teaching for Foundation staff delivered by an internal member of staff – this will continue throughout the academic year	£2400	£2400	All teaching staff in foundation and preschool have been upskilled with training on the Jasmine platform for Real PE Basic Foundation and Foundation programmes by LW – 27.11.21. Improved confidence in delivery of high-quality PE lessons using the Jasmine platform and greater	Learning Nutrition observations to support teaching staff in early years and any new staff. 3 times a year Sept, April and July real PE assessment wheels completed to track pupil's progress.

				consistency of approach across the school. Ability to track pupil's progress. Foundation staff have also been mentored by PE Co-ordinator and TD on how to deliver a PE session with ongoing support throughout the year.	
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Key outcome indicator 1: Engagement of all pupils in regular physical activity

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2021/2022?
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 and deliver a tennis specific breakfast club programme for years 3-6 throughout the academic year; tennis activity & healthy breakfast to be included in the weekly programme, for an identified cohort of children.	£320	£320	<p>How many children have accessed the programme over the term/academic year?</p> <p>Autumn term Y3&4 30 children accessed the programme.</p> <p>Spring Term Y5 15 children accessed the programme</p> <p>Summer Term Y6 15 children accessed the programme</p> <p>What impact has the programme had on the children's health & well-being, attendance, attainment?</p> <p>Autumn Term Y3&4 higher PA levels and interest in other clubs.</p> <p>Spring Term higher take up on Summer Term extra curricula clubs across the board.</p> <p>Summer term increased performances from all children participating in the summer NLT summer tournaments.</p> <p>Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments</p>	<p>Track the transition of children into extra-curricular clubs and provision in the community</p> <p>Upskilling and deployment of staff and young leaders</p> <p>Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities</p>
	Plan and deliver a 12 week - KS2 morning yoga and Pilates club Wed 7:45-8:45. Karoline Key focus:	£420	£420	<p>How many children have accessed the programme over the summer term?</p> <p>20 children from Y3-Y6 have accessed the programme.</p>	<p>Track the transition of children into extra-curricular clubs and provision in the community</p>

<p>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 activity.</p>	<p>Self-regulating stress and anxiety through breathing techniques and a variety of yoga poses and meditation.</p>			<p>What impact has the programme had on the children’s health & well-being, attendance, attainment? All participants awareness of health and well being has improved and confidence to discuss challenges they face. Children were introduced to techniques to ground themselves when anxious. Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments</p>	<p>Upskilling and deployment of staff and young leaders Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities</p>
	<p>Encourage children and staff to participate in the Northampton Beat the Street initiative – increase and promote physical activity outside of school and in the community</p>	<p>£0</p>	<p>£0</p>	<p>How many children and staff have accessed the programme over the term/academic year? 402 children were given access to this programme. What impact has the programme had on the children’s and staff’s health & well-being, attendance, attainment? Positive attitude to healthy lifestyles and PA talked about with enthusiasm from all year bands. More children choosing to walk or cycle to school than car.</p>	<p>Explore how the programme can be delivered by the Active Partnership in the future.</p>
<p>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</p>	<p>Partnership with Northampton Town Football Club Educational packages (NTFC):</p> <ul style="list-style-type: none"> • Breakfast Activity Club 12 weeks Y4 children Spring /Summer Term-Friday 8:15-8:45- Sam • Lunchtime activity club Y5 boys 12 weeks Spring /Summer Term-Sam • Y3 Numeracy/Literacy intervention session using ‘Tagtiv8’ scheme of work 12 weeks Spring/Summer Sam • Afterschool Lego club 12 weeks Spring/summer Sam • Part of the Cobblers 125 years celebration along with complimentary tickets to the match Stadium tour and history of football club. • 3 club activity day (NTFC, Saints and NCC) at Saints ground. 	<p>£0 Covered by school budget</p>	<p>£0</p>	<p>How many children have accessed the programme over the Spring/summer term? Breakfast activity club 15 pupils Lunchtime club 10 pupils Y3 Intervention 8 pupils Lego club 15 pupils Celebration Day at cobblers 15 pupils Stadium tour 15 pupils</p> <p>What impact has the programme had on the children’s health & well-being, attendance, attainment? AD NTFC CPD training overview on tagtiv8 programme in schools. A group of Y5 children designed and created a flag for the 125-year celebration kept by the club through the decades. The children were excited to be part of such a programme and especially the ability to wave flags on a match day.</p>	<p>Track the transition of children into extra-curricular clubs and provision in the community Upskilling and deployment of staff and young leaders Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities</p>

				The 15 children who attended the 3-club activity day loved the experience of meeting the mascots and trying new experiences. School now has links with all 3 clubs.	
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 • Active planners for autumn and Spring Term Y3-Y6 	£0	£0	<p>What did the 1st phase Heat Maps look like? Completed Y1-Y6 Broad variation of activity opportunities in wider curriculum- Autumn</p> <p>What did the 2nd phase Heat Maps look like? Completed Y1-Y6 Increased opportunities for physical activities throughout summer term.</p> <p>Did the teacher change anything to increase the amount of time the children were active within the curriculum? Y3 use go noodle each lesson for 5-10mins for brain breaks. KS1 use just dance and a variety of yoga and relaxation programmes to provide a calm classroom first thing in morning and after lunchtimes.</p> <p>Can the school demonstrate that every child is offered/accessing 30 active minutes each day? Active breaks and lunchtimes ensure all children can achieve the 30 mins each day, with exciting new resources to interest the children. NLT physical activity breakfast club each year group throughout the year. Y3/4 autumn term. Y5 Spring term and Y6 summer term.</p> <p>Evidence: A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</p>	<p>Staff see the use of a visual tool to enable them to consider and instigate change</p> <p>SLT understand and value the tool and encourage staff to undertake on a termly basis</p> <p>Staff are able to influence resource choices to support their new approach</p> <p>Staff share good practice and resources that have helped to increase the quality and quantity of physical activity time within the curriculum</p>
Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy	<p>Provision for 2 hours of high-quality curriculum PE per week for ALL children</p> <ul style="list-style-type: none"> • Ensure lessons are well structured, differentiated, and progressive • Provide opportunities for all children to 'learn to lead' 	£0 (Teacher CPD costs outlined in section 3)	£0	<p>How many hours of curriculum PE is each year group receiving? All year groups are timetabled for 2 hours of curriculum PE a week. Early years – foundation stage incorporate in their planning of free play using Jasmine platform</p>	<p>PE is regarded by all staff as the core curriculum subject it is</p> <p>Staff are motivated and enthused to teach it and have the subject knowledge to make it enjoyable, differentiated, and progressive</p>

				<p>to supplement their 1 hour of PE- autumn term.</p> <p>How do you ensure that every child is reaching their PE potential?</p> <p>Jasmine platform and PE curriculum is aligned to ensure every child's learning journey is unique to them and offers challenges at all levels. The being they will become autonomous learners.</p> <p>How do children learn to lead within PE lessons? What impact do these leadership skills have on the child and their contribution to whole school?</p> <p>Leading is embedded in the PE curriculum as early as Y1 when children have opportunities through PE, Gym, and dance to demonstrate their learning to their peers. They are also encouraged to guide and support others to achieve in all group work. Each child will work through the 6 learning behaviours in the year and continually embed and develop the skills each term. This progress will be measured on the Real PE assessment wheels which are now active and completed 3 times a year.</p> <p>Evidence: Curriculum timetables, short, medium, and long terms planning, photos, Assessment, behaviour, enjoyment</p>	<p>Good practice is shared in department and whole school meetings</p> <p>Schemes of work are well written and shared with all staff</p>
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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	<p>Ensure opportunities are added to the school diary at the earliest opportunity</p> <p><i>Regularly engaged with the Cluster SSCO. SSCO will provide 1-2-1 support to schools, deliver the cluster aspect of the programme such as Multisport Festivals and support school and will support the delivery, embedding and review of the real Leaders programme</i></p>	£2800	£2800	<p>What has the school gained by being an SSP Enhanced School?</p> <p>Wider opportunities for all children of varied abilities to gain access to competitions and represent their school whether virtual or face to face.</p> <p>Which groups of children/adults within your school have benefited the most?</p> <p>All children have benefited from the engagement with the SSP.</p> <p>Evidence: Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events</p>	Internally review and evaluate the school's engagement against the outcomes of the programme – what have been the school's greatest achievements, could these outcomes be gained by other means?
Retain Platinum School Games Mark Award	<p>Use the 2021/2022 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>How did planning and reviewing your school's position against the criteria lead to positive changes within the school?</p> <p>School has gained the 'Platinum Schools Games Mark' for 21-22 and 22-23.</p> <p>How has the award improve/changed the profile of PE, school sport and physical activity within the school?</p> <p>It has demonstrated the importance that PA has on our children's mental health and well-being. Greater access to sporting events for a broader range of children and access to competitions in school and against other schools.</p> <p>Evidence: action plan and necessary evidence associated for the award level</p>	<p>Raise awareness of the tool and report in whole school meetings</p> <p>Ensure SLT are clear on the report outcomes are supportive of areas to be developed</p> <p>Celebrate success and improvements with staff and the wider community</p>
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 	£0 (Incl. in Enhanced Membership)	£0	<p>How many young people have accessed core leadership training?</p> <p>15 YL from Y5 upskilled through the leadership training -Autumn term</p> <p>15 Y6 YL continued their leadership journey through a higher programme.</p>	<p>Recruit previously training young leaders to take on mentoring roles and responsibilities</p> <p>Consider how higher-level leadership training and deployment opportunities can be provided</p>

				<p>What roles were the young leaders deployed to undertake? What impact did they have on whole school?</p> <p>All YL run our active breaktimes and lunchtimes planning & delivering exciting activities for early years to Y6.</p> <p>Support with the school personal challenges, intra-school competitions virtual and face to face.</p> <p>What has this training given the young leaders?</p> <p>Greater confidence in their own ability to overcome challenges and hurdles in life. A positive outlook on every changing world and deal better with the stresses involved. For some a better understanding of how to help others to achieve their full potential as mentor to the younger leaders.</p> <p>The importance of PA as a coping method to deal with pressures in class and resilience.</p> <p>Evidence: photos, deployment plans, observations</p>	
<p>Bring together a cohort of young leaders to form the School Sport Organising Crew (SSOC) who will influence and have a voice for all children in all thing PE, school sport and physical activity</p>	<p>Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school</p> <ul style="list-style-type: none"> • <i>How young leaders will be recruited fairly</i> • <i>How the meetings will be structured and items to be discussed – can there be a 2-way process with the main school council?</i> <p>Attend YL conference 24.03.22 Benham</p>	£0	£0	<p>What were the main objectives for the group?</p> <p>To support, plan and lead a positive inclusive, interesting, competition program with the PE lead throughout the school.</p> <p>Deliver the active break and lunchtime programmes</p> <p>Plan and deliver the intra-school and personal challenge competitions throughout the year.</p> <p>Create ideas for 60 active minutes through the YL conference and disseminate to school through 100-day challenge.</p> <p>What did the group action, influence, or change?</p> <p>Designed planned and delivered our schools 'Commonwealth Games Legacy Day' for whole school.</p> <p>Informed our L1 Spring and Summer programme along with delivery.</p>	<p>Ensure Year 4/5 children are co-opted into the group to provide sustainability and continuation within the group year on year</p> <p>SLT to consider ways to provide the group with meaningful opportunities for influencing and decision making within the whole school</p> <p>Provide a suitable platform for the voice of the children to be heard and taken seriously</p>

				<p>Created a resource pack for our active break times.</p> <p>Completed the 100-day challenge set by NSSP.</p> <p>What impact did this group of children have on the whole school?</p> <p>New improved activities at breaks and lunches. A well delivered Commonwealth Legacy Day introducing children to new and interesting activities.</p> <p>Well run KS1 and KS2 sports days.</p> <p>Evidence: meeting minutes, reports, celebrations</p>	
Share and celebrate achievements in PE, school sport and physical activity	<p>Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly</p> <ul style="list-style-type: none"> • Use a noticeboard and/or school digital system to publicly share success from within and outside of school • Use social media to highlight school sport success and progress within PE • Consider how the School Games Values or school values could be used to reward behaviours 	£0	£0	<p>What has been celebrated?</p> <p>All sporting achievements virtual or face to face</p> <p>Achievements in PE lessons or clubs</p> <p>Intra school competition & personal challenge</p> <p>Inter-school competitions</p> <p>Sporting achievements from home</p> <p>How has it been celebrated?</p> <p>All sporting achievements are celebrated through certificates, medals, trophies and recognition on the social media forums and class assemblies along with school notice boards.</p> <p>House points are also used to reward PA and combined on a weekly basis to go to the weekly, monthly, and yearly house winners.</p> <p>How have children be rewarded and recognised for their efforts and achievements?</p> <p>Certificates in celebration assemblies Ks1 and Ks2 which have been reintroduced after COVID.</p> <p>Recognition on schools' newsletters and social media platforms.</p> <p>Evidence: newsletters, blogs, social media, photos, assemblies</p>	<p>Regularly update noticeboards and social media platforms</p> <p>Engage children to contribute to school newsletters and/or managing the noticeboards</p>

<p>Provide opportunities for children to use sport as a vehicle to engage in core curriculum subject areas (KS2)</p>	<p>Sustain links with Northampton Saints RFC – Community Development to deliver a bespoke curriculum and extra-curricular programme</p> <ul style="list-style-type: none"> • <i>Provide a timetable of activity for Years 1, 2, 3,4,5, 6</i> • <i>Nominate staff to accompany children ensuring staff use this project as an opportunity for CPD</i> • <i>Whole school extra-curricular clubs via an experienced and qualified rugby coach</i> • <i>Whole day of rugby at the school for Years 1-6 led and coordinated by Northampton Saints RFC</i> • <i>Stadium Tour in summer term 1 with an intra-school competition integrated into the experience</i> • <i>New this year Saints Tag rugby tournament at Franklins Gardens 5/6 Fri 10.06.22</i> 	<p>£2160</p>	<p>£2160</p>	<p>What were the objectives of the physical curriculum? <i>To build character, resilience and has a key focus on increasing participation in PA. Through structured skills and fun game formats.</i> How many children benefited from the sessions? <i>Whole school benefited through varies avenues such as curriculum lessons, take over day, clubs and enrichment days and projects.</i> What was the impact on the school from the whole day experience? <i>The children from reception to Y6 were able to interact with our guest player ‘Ratuniyarawa’. They asked questions about healthy eating as it was a focus in school. His training programme and what challenges he had overcome.</i> <i>Y6 particularly were able to interact in a selection of structured activities on pads and game play. It was a special moment for them to have him coach and referee the games. A great motivator for whole school and positive experience with each class having class photo with the player.</i> Evidence: project itinerary, achievement certificates, photos, registers, reports, social media.</p>	<p>Schemes of work are elevated and revised to fit the school needs</p> <p>Good practise and learning from coaching are shared within whole school meetings, preparing staff to lead after-school clubs with any age group</p> <p>Resources are available and shared with all staff</p>
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Key outcome indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport

Key outcome indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport					
INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2021/2022?
All staff to deliver high quality PE teaching and learning for all children	Undertake a training needs analysis of all staff • Staff to identify areas of training • Appropriate internal or external training and/or resources to be identified and sourced	£97	£97	<p>What training opportunities were accessed by staff?</p> <p>Real Legacy school - PE Co-ordinator completed Modules 1, 2, 3 and 4 of the leadership training online which included: healthy competition, learning nutrition & assessment.</p> <p>All teaching staff in foundation and preschool have been upskilled with training on the Jasmine platform for Real PE Basic Foundation by LW – 27.11.21. To improve confidence in delivery and support of high-quality PE lessons with greater consistency of approach with staff changes.</p> <p>AD Real Leader training online 20.06.22 AD Real Play training online 15.03.22 AD county conference 21.03.22</p> <p>Improved confidence in delivering cricket to Ks1 and KS2 children</p> <p>What resources were obtained?</p> <p>Real Legacy- Jasmine full access to all teaching staff Foundation, PE, Gym, Dance, Real Play.</p> <p>Active wheels to staff Real PE assessment wheels</p> <p>PE co-ordinator- learning Nutrition and PESH wheel.</p> <p>Subject lead modules 1, 2,3,4 online training Real Play resources Real Leader resources NCCC Chance to shine online resources</p> <p>How have training and/or resources contributed to improved PE provision?</p>	<p>Schemes of work are revised</p> <p>Good practice and learning from courses are shared within whole school meetings</p> <p>Resources are available and shared with all staff</p>
	Staff to be supported by experienced PE Coordinator to ensure lessons progress within the required parameters throughout the year and resources are used appropriately	£1860	£1860		
	Real Leader Training online- PE Co-ordinator	£0	£0		
	Real Play Training online- Pe Co-ordinator	£0	£0		
	Provide opportunities for staff to work with external sports specific tutors to upskill them in a range of skills include health and well-being management Martial Arts – Bullied to Black Belt Y3, Y4, Y6 - 12hours of curriculum PE	£1500	£1500		
	Gymnastics – core curriculum provision	£6370.34	£6370.34		
	Cricket – Chance to Shine Programme Whole school day of cricket 25.3.22 Y2-Y6 taster sessions. Club links to 'All-stars' and 'Dynamos'	£0	£0		
	Tennis NLT 6 weeks programme covering 24 hours of curriculum PE teaching Years 1 & 2. 120 children involved. Autumn Term 1	£0	£0		

	<p>Y3,4,5,6 2 hours of PE curriculum coaching per class in preparation for NLT tennis tournament.</p> <p>Activities covered by GIYM funding so free to school</p>			<p>Improved confidence in delivery and support of high-quality PE lessons with greater consistency of approach across all staff.</p> <p>Evidence: curriculum planning, timetables, lesson observations, children's feedback, children's academic progress</p>	
All staff to deliver high quality PE teaching and learning for all children	<p>National Schools Golf Foundation Programme in partnership with Golf Way.</p> <ul style="list-style-type: none"> 6 weeks programme of golf delivered to 60 Y5 children Club link is Brampton Heath GC Kieran Thomas 1 session at the local golf club Introduce children to the sport of golf and develop skills for life, emotional control, focus, visualisation, honesty, respect, perseverance Delivered by TD Online resources provided Staff CPD- Golf way activation course Resources bag 	<p>£ 290 + £186.28</p>	<p>£290 + £186.28</p>	<p>What training opportunities were accessed by staff? Golf way activation course TD 24.6.22 Online training Golf foundation TD 31.03.22 AD team teach summer term 1 What resources were obtained? Golf way- Golf foundation online lesson plans along with bag of clubs and equipment.</p> <p>How have training and/or resources contributed to improved PE provision? Improved confidence in planning and deliver of golf in Primary school with a clear focus on children developing key life skills which transferrable to other curriculum lessons.</p> <p>Evidence: curriculum planning, timetables, lesson observations, children's feedback, children's academic progress</p>	<p>Schemes of work are revised</p> <p>Good practice and learning from courses are shared within whole school meetings</p> <p>Resources are available and shared with all staff</p>
Understand the local, regional, and national PE, school sport and physical activity landscape	<p>Use a variety of platforms to keep up to date with changes to the sporting landscape and seek to engage in opportunities that could benefit staff and children</p> <ul style="list-style-type: none"> <i>Register with organisations considered experts within the field of PE, school sport and physical activity i.e., School Games, Youth Sport Trust, Sport England, Northamptonshire Sport, AfPE</i> 	<p>£0</p>	<p>£0</p>	<p>What local, regional, or national events or campaigns have the school engaged in? Fully committed to the school games programme from virtual to face to face competitions. Completed 'Beat the Street' council initiative. Completed the Commonwealth Games Day programme as a school. Who have these opportunities benefited the most? Whole school What is the lasting legacy, of the children/ staff's engagement in these opportunities?</p>	<p>Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities</p> <p>Share important messages with all staff</p>

				<p>Improved understanding of why PA is so important for life and that there are a variety of ways to achieve it at all levels. Introduction to new sports, archery, NFL, Golf etc.</p> <p>Evidence: photos, observations, training opportunities</p>	
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Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact	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?</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> <p>Gymnastics Club – weekly</p> <p>Yoga club- weekly summer term</p> <p>NFL club and National Final preparations of squad. Resources and equipment.</p> <p>Dodgeball Club</p> <p>Daily Mile Club</p> <p>Athletics Club</p> <p>Y1/2 Ballroom Club</p> <p>Y3/4 Ballroom Club</p> <p>Y5/6 Ballroom Club</p> <p>Y1/2/3 Gym Club</p> <p>Y4/5/6 gym club</p> <p>KS2 sports Club</p>	<p>£820</p> <p>£154.38</p> <p>£0</p>	<p>£820</p> <p>£154.38</p> <p>£0</p>	<p>What percentage of children accessed an extra-curricular club for at least 6 weeks (half a term)? 87% of children accessed extra curricula clubs from Y1-6.</p> <p>What were the percentages of girls and boys, and years groups represented within the clubs? Open to all and even split between boys and girls.</p> <p>Which clubs were the most popular? All clubs were over subscribed and had waiting lists for them.</p> <p>How did the children benefit from this provision? Our children benefited from our extra curricula clubs experiencing different activities that challenged them but also improved their health and wellbeing. It inspired many to follow their interest into the sport outside school. For many it also</p>	<p>Evaluate attendance at each club and adjust offer accordingly</p> <p>Use child voice to influence and engage specific cohorts of young people</p>

	All these are run by school staff			improved their self confidence and ability to try new things. Evidence: registers, photos	
Offer a diverse and needs led extra-curricular programme	<p>Saints: Within the limits of school policy and covid-19 restrictions structure an inclusive extra-curricular club.</p> <p>KS2 and KS1 club 30 children in each club For a 6-week program run by Northampton Saints</p>	£360	£360	<p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)? 60 children on a regular basis</p> <p>What were the percentages of girls and boys, and years groups represented within the clubs? 68% boys and 32% girls all year groups from Y1-Y6</p> <p>How did the children benefit from this provision? For the KS1 children it was all about enjoyment and understanding the importance of ball handling, balance, and coordination in smaller multi skills approach. For KS2 it was a more intense session working on the key skills of tag rugby and moving on to the aspects of tackle pads and invasion techniques.</p> <p>Both groups thoroughly enjoyed the experience and developed their confidence and resilience when faced with challenges along with improved personal and social skills.</p> <p>Evidence, attendance registers, photos, parent, and child feedback, social media</p>	<p>Evaluate attendance at each club and adjust offer accordingly</p> <p>Use child voice to influence and engage specific cohorts of young people</p>
Offer a diverse and needs led extra-curricular programme	<p>Hire mobile climbing wall + 2 instructors for whole day 9:00- 3:30 Y3,4,5,6 Experience climbing. 240 children</p> <p>Friday 15.07.22</p>	£750	£750	<p>How many children were involved? 240 pupils involved on climbing wall.</p> <p>What impact did the experience have on the children? It improved their self confidence to overcome challenges and hurdles they may face in life. The support of their classmates also improved team building per class with all children attempting the wall and achieving their PB.</p> <p>How did the experience contribute to other aspects of the children's learning and social development?</p>	<p>Evaluate attendance at each club and adjust offer accordingly</p> <p>Use child voice to influence and engage specific cohorts of young people</p>

				<p>Provided the opportunity for personal development through facing fears, supporting classmates, and developing a growth mindset.</p> <p>Evidence, attendance registers, photos, parent, and child feedback, social media</p>	
Develop meaningful links to local sports clubs to develop pathways for children to move from school to community	<p>Acquire knowledge about local community sports providers</p> <ul style="list-style-type: none"> • Consider links to clubs where the sport is either popular within school or attendance at clubs is high • Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards • Consider how the relationship can be reciprocal 	£0	£0	<p>What clubs have you developed links with? Corby Gymnastics academy Step-By- Step Dance School Casuals' rugby Club Northampton lawn Tennis Northampton Trampoline & Gymnastics academy Brampton Heath GC Northampton Titans NFL</p> <p>Why were these links chosen? Staff member links with a clear pupil pathway with previous success. How have children and/or staff benefited from the partnership? Clear pathway for staff and children to pursue their interest beyond school.</p> <p>Evidence: School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</p>	<p>Use qualified and experienced coaches to upskill school staff to extend opportunities within school for a desired sport</p> <p>Work with a couple of different sports each year to provide a focussed and concentrated approach</p>
Provide a unique opportunity for a cohort of children who need opportunities to develop confidence, social skills and self-belief to access a transition project	<p>Access the Partnership's Student Aspiration Squad project</p> <ul style="list-style-type: none"> • Identify a cohort of children who meet the outlined criteria • Identify a member of staff to support and accompany the children • Celebrate the achievements of these children within school and with their families 	£0 (Incl. in Enhanced Membership)	£0	<p>How many children were involved? 8 year 6 children</p> <p>What did the project involve? Martial arts session 1 Play Rangers session 3 Pinnacle Climbing Session 4</p> <p>What did the children achieve/again from being involved in the project? Greater self-confidence when faced with challenges in life. Improved teamwork and cohesion of the group of individuals.</p> <p>How did/will the activities support them to develop confidence, self-esteem, social skills? For all children the understanding that they have the resilience to overcome challenges and hurdles put in front of them. This was transferred to other areas of school activities</p>	<p>Staff to continue to track progress in identified learning areas</p> <p>Support children to transition into extra-curricular opportunities</p>

				particularly the transition booklets for upper school. Evidence: photos, pre-post questionnaire, child and family feedback, teacher observations	
Provide opportunities for children identified as Able & Talented to access higher level learning opportunities	Support children to access an SSP organised Able & Talented Multiskill Academy <ul style="list-style-type: none"> Staff to nominate children who exhibit higher level learning potential in their multi-abilities rather than their ability to perform high in just 1 sport Staff to track children participation and progress 	£0 (Incl. in Enhanced Membership)	£0	How many children accessed the Able & Talented Multiskill Academy? 6 children 2 from Y4, Y5, Y6 What impact has the opportunity had on the child (ren)? Allowed the children challenge their learning in many different aspects of physical learning. Develop friendships outside of the school community. Evidence: Academy reports, attendance registers, photos, parent and child feedback	SSP to support schools to develop relationships and pathways with local community sports clubs SSP to support schools to identify particular opportunities for individual children

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	How many children with SEND accessed? Intra-School competitions: All children access intra competitions as we are fully inclusive Inter-School competitions: SEND specific- Kurling KS1 & KS2, Boccia Non-SEND Specific with SEND children. All programmes ran by NSSP as all our teams are inclusive to all children. What impact did their participation in a competition have on them? All children are extremely proud representing the school in a team and have an immense sense of pride. Evidence: photos, teacher observation, team declarations	Incorporate inclusive sports into core curriculum lessons Provide opportunities for children with SEND to undertake leadership training

<p>Host a School Games Day that culminates in a year-round programme of PE and school sport</p>	<p>Plan and deliver a School Games Day that is inclusive of all children</p> <ul style="list-style-type: none"> • <i>Design a format to ensure all children are enthused to participate</i> • <i>Consider including personal challenges to encourage healthy competition</i> • <i>Upskill and deploy a cohort of young leaders</i> • <i>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</i> 	<p>£0</p>	<p>£0</p>	<p>How many children participated in the School Games Day? 365 children experienced sports day. How did the School Games Day conclude a year-round programme of PE and school sport? It encompasses the school games values which runs through all sporting events at lings and PE lessons. The activities were a development of skills learnt in the PE lessons and adapted to be age appropriate. What does this day mean to the children? All children love to represent their house on sports day it gives them immense pride. How do you ensure the event is inclusive? All events are adjusted to be age appropriate by the YL when planned and monitored throughout the day to ensure all children achieve a sense of success. All children are rewarded with stickers for participating. Evidence: photos, event programme, young leader training days</p>	<p>Evaluate the success of the event</p> <ul style="list-style-type: none"> • Ease of planning and delivering • Feedback from parents, staff and children
<p>Provide opportunities for all children to access personal challenge activities</p>	<p>Organise and deliver a series of Personal Challenge opportunities</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> • <i>Consider how these competitions could be linked to whole schoolhouse systems</i> 	<p>£0</p>	<p>£0</p>	<p>How many children participated? Netball Hockey Golf Badminton Boccia Athletics How and when did you provide the opportunities? The opportunities were provided through breaks, lunches and some curriculum PE lessons. How did the opportunity to compete against themselves help those children least engaged in physical activity, impact them in PE lessons and in other aspects of their learning? It gave the children a personal target to achieve which meant an early success which improved participation and engagement at next events.</p>	<p>Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future.</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities</p>

				Evidence: photos, qualitative data, lesson observations	
Provide opportunities for all children to access Intra-School Competitions	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant – consider accessing NSport resources</i> • <i>Deploy young leaders and/or staff to facilitate the opportunities</i> • <i>Consider how these competitions could be linked to whole schoolhouse systems</i> 	£0	£0	<p>How many children participated in at least one Intra-School competition?</p> <p>Netball Hockey Golf Swimming Badminton Boccia</p> <p>What did the experience give to the children?</p> <p>These activities were run through curriculum PE lessons each half term. The children experienced a wide variety of activities and improved their confidence to try new challenges and activities. Children's teamwork, communication and personal skills also improved as they played in houses which go towards the house cup at end of year.</p> <p>How has intra-school competition supported whole school cohesion and raising the profile of it across the school?</p> <p>The competitions demonstrated the importance that PA has on children's health and wellbeing as well as personal, social, cognitive and teamwork.</p> <p>Evidence: photos, young leaders deployed, observations, social media, newsletters</p>	<p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities</p>
Provide opportunities for broad range of children to access Inter-School Competitions	<p>Access School Sport Partnership or Cluster organised Inter-School competitions</p> <ul style="list-style-type: none"> • <i>Ensure activities are School Games compliant</i> • <i>Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children</i> 	£0 (Incl. in Enhanced Membership)	£0	<p>What competitions did you attend?</p> <p>Y3/4 quick sticks Y3/4 gymnastics Y5/6 gymnastics Y5/6 sports hall athletics Y3/4 sports hall athletics Y5/6 tag rugby Y3/4 tag rugby KS2 Badminton Cross Country-Y4-Y6 EFL kids Cup football</p>	<p>Upskill staff to manage teams confidently and competently at Inter-School and County School Games Finals</p> <p>Upskill young leaders to support practice sessions and team management roles and responsibilities at the competitions</p>

	<ul style="list-style-type: none"> • Ensure children are adequately prepared for the competitions to ensure a positive competition experience • Consider how school representatives are rewarded for the achievements 			<p>Y3/4 Junior Strictly Y5/6 Junior Strictly Y1/2 Junior Strictly New Age Kurling KS1 & KS2 KS2 Boccia Y3/4 tri-golf</p> <p>How did the children deal with success and failure? Our children are taught to deal with success and failure in a positive manner as this is the school ethos for all sporting events as winning and losing builds character.</p> <p>How did the experience contribute to other aspects of the children's learning and social development? It builds resilience and determination.</p> <p>Evidence: Team Declaration Forms, photos, teacher observations</p>	
Provide opportunities for children to adequately prepare for Inter-School competitions	<p>Access pre-Inter School Games competition practice sessions</p> <ul style="list-style-type: none"> • Consider the team selection and the competition eligibility • Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school • Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children 	£0 (Incl. in Enhanced Membership)	£0	<p>How many different children accessed these opportunities? Y3/4 sports hall athletics-12 Y5/6 Netball-7 Y3/4 Hockey- 12</p> <p>How effective were the pre-Inter School competition practice sessions? All sessions very effective in equipping the children for their competitions and team selection.</p> <p>Did staff gain further knowledge, skills, and ideas from attending? All staff gained a better insight into each game's organisation and rules along with improved confidence to take a team to an event.</p> <p>Evidence: participation tracking, photos, competition results, in school opportunities</p>	<p>Identify focus sports for year groups and the whole school – link these into an extra-curricular offer to ensure children are adequately prepared for competition</p> <p>Upskill staff to ensure practice sessions are of a high quality teaching the children accurate skill development and the rules</p>
Extend opportunities for children to represent their school, whilst exploring new sports and activities in a safe and friendly festival environment	<p>Access Multisport Festivals planned and delivered by Cluster host secondary school</p> <ul style="list-style-type: none"> • Select children who are unlikely to represent the school in other sports opportunities • Select children who need the opportunity to have a positive experience of school sport 	£0 (Incl. in Enhanced Membership)	£0	<p>How many children participated in a festival? KS1 cricket festival-10 KS1 badminton festival -10 Y4 Multi skills- 30 Y5 multi skills-30 Y3 multi skills -30 KS2 Get Active</p>	<p>Support children to transition into extra-curricular clubs</p> <p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</p>

	<i>and/or need to be rewarded for their efforts in PE and/or extra-curricular clubs</i>			<p>Y6 multi-skills - 30</p> <p>How did the children generally feel about the opportunity to attend the event?</p> <p>All our children enjoy the experience of attending the multi-skills events as it is a non-competitive environment.</p> <p>What impact did the experience have on the children?</p> <p>All children find the multi-skills events a positive and rewarding experience.</p> <p>How do you think this opportunity could inspire and enthuse them?</p> <p>Allowing the children to experience different events in this atmosphere increases self-confidence. Therefore, giving them the courage to try new activities.</p> <p>Evidence: participation tracker, photos, staff observations, parental feedback</p>	
Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting	<p>Access termly School Sport Partnership or Cluster Year 3/4 Festivals</p> <ul style="list-style-type: none"> • <i>Select children who need the opportunity to have a positive experience of school sport and /or need to be rewarded for their efforts in PE and /or extra-curricular clubs</i> • <i>Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day</i> 	<p>£0 (Incl. in Enhanced Membership)</p>	£0	<p>How many children participated in a festival?</p> <p>Y3/4 Tennis -10</p> <p>How did the children generally feel about the opportunity to attend the event?</p> <p>All children enjoyed the positive experience of the festivals and were very successfully.</p> <p>What impact did the experience have on the children?</p> <p>Willingness to try other activities outside the Y3/4 festivals format with success.</p> <p>How do you think this opportunity could inspire and enthuse them?</p> <p>It gave the children the skills and mindset to attempt other activities through the success at these events.</p> <p>Evidence: participation tracker, photos, staff observations, parental feedback</p>	<p>Support children to transition into extra-curricular clubs</p> <p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</p>
Provide access to transport to enable children and staff to access opportunities	Access to transport where required to take children to competitions and events	£1000	£1000	<p>Consider the cost of the transport against the impact the opportunities have on the children and whole school?</p> <p>The impact of the minibus is immense in that without it we would not be able to offer our children the wide variety of activities that we do. We can also ensure that all children from KS1 to KS2 benefit from trips.</p> <p>Evidence: competition registrations</p>	To ensure a similar amount is allocated for competitions next year

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.

Completed by:	Anne Davies	Date:	12/11/2021					
Document updated	06.1.22	14.02.22	01.05.22	13.05.22	19.07.22			

Department for Education guidance on how to use the Primary PE and Sport Premium – updated October 2021

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

The school sport and activity action plan sets out the government’s commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day. It recommends 30 minutes of this is delivered during the school day (in line with the Chief Medical Officers guidelines which recommend an average of at least 60 minutes per day across the week).

The PE and sport premium can help primary schools to achieve this commitment, providing primary schools with £320 million of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools, so they have the flexibility to use it in the way that works best for their pupils.

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

This means that you should use the premium to:

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

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

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

5. Increased participation in competitive sport

What should your funding NOT be used for?

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

- Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of schools' core staffing budgets
- Teaching the minimum requirements of the national curriculum PE programmes of study – including this specified for swimming
- Fund capital expenditure - DfE does not set the capitalisation policy for schools, if you are in any doubt as to whether your proposed spending is deemed as capital expenditure, you should first speak with your school business manager or school accountant and their auditors

Active Miles

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

Accountability

School compliance

You are accountable for how you use of the PE and sport premium funding allocated to you. You are expected to spend the grant for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered. Schools and local authorities must follow the terms and conditions in the conditions of the grant documents. <https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2021-to-2022>

Online reporting

Schools must publish details of how you spend your PE and sport premium funding by the end of the summer term or by **31 July 2022 at the latest**.

Online reporting must clearly show:

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

You are also required to publish the percentage of pupils within your year 6 cohort in the 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

School online reporting will be monitored by DfE. We will sample a number of schools in each local authority to review what they have published on their use of the funding and their swimming attainment. Schools are expected to spend the grant for the purpose that it was provided only, in accordance with the conditions of the grant, to make additional and sustainable improvements to the PE, sport and physical activity provided.

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 29th October 2021
- 5/12 of your funding allocation on 29th April 2022

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 2nd November 2021
- 5/12 of your funding allocation on 3rd May 2022

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 allocation on 2nd November 2021
- 5/12 of your funding allocation on 4th May 2022

Useful websites

PE and sport premium for primary schools

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

Association for Physical Education

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

Youth Sport Trust

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