

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

Headlands Primary School

HEAD TEACHER

Darren Smith

PE COORDINATOR

Helen Daly

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

[Schools need to add in own details – what is the schools own vision for the use and impact of this funding]

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

Schools can add in more objectives is appropriate

KEY OUTCOME INDICATORS: UPDATED 2020/02021

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?
1. Engagement of all pupils in regular physical activity	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	
2. Profile of PE and sport is raised across the school as a tool for whole-school improvement	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	
3. Increase confidence and skills of staff in teaching PE and Sport	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	
4. Broader experience of a range of sports and activities offered to all pupils	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	
5. Increased participation in competitive sport	Key ACHIEVEMENTS	
	Impact on PARTICIPATION	
	Impact on ATTAINMENT	

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?
Term 1 September to December 2020	The children have been able to access 2 hours of good quality PE each week within their bubble.	Real PE training for all staff has helped teachers and HLTA's to deliver good quality PE lessons.
Term 2 January – March 2021		
Term 3 April – July 2021		

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	95%	94%	60%	
Use a range of strokes effectively; front crawl, backstroke and breaststroke	Not measured	Not measured	Not measured	
Perform safe self-rescue in different water-based situations	Not measured	Not measured	Not measured	

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	
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PE & SCHOOL SPORT DEVELOPMENT PLAN

2020/2021 Funding ✓ Must be allocated and spent by 31 st July 2021	£16,000 + £10 per pupil (Year 1 – Year 6)	SUB TOTAL	19,750
			GRAND TOTAL
			£
Key outcome indicator 1: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	£105 2%	Actual expenditure: % of total allocation:
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:	£3150 15%	Actual expenditure: % of total allocation:
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	£2000 10%	Actual expenditure: % of total allocation:
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	£7339 37%	Actual expenditure: % of total allocation:
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	£7156 36%	Actual expenditure: % of total allocation:

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. Things to consider <ul style="list-style-type: none"> How will children be encouraged & rewarded for participation Appropriate and committed staff Deployment of young leaders When will it be delivered 	£105	£	Get active club Yr5 term 3 Yr4 term 4 Yr3 term 5 6 week programme 10 less active children will be invited to attend the weekly Get Active Club. Individual parents spoken to to encourage the children to attend.	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

	<ul style="list-style-type: none"> Could it be delivered virtually and home based? 			Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments	valued and sustained within wider school provision and opportunities
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 news ways of delivering aspects of the curriculum in a more physically active way 	£ 0	£ 0	<p>Phase 1 Heat Map showed that yr 3 & 5 were mostly inactive. Copy of Heat Map and ideas on how to improve this were given to the teachers.</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 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' Whole school Real PE training has been undertaken through a virtual lesson and a whole day visit from a Create tutor, who demonstrated to all staff. 	£ (Teacher CPD costs outlined in section 3)	£	<p>Each year group is timetabled for two hours PE each week.</p> <p>Every term a year group will have one PE lesson replaced with Dance provided from a professional visiting dance teacher.</p> <p>All children have access to one Real PE lesson a week.</p> <p>Evidence: Curriculum timetables, short, medium and long terms planning, photos, Assessment, behaviour, enjoyment</p>	<p>PE is regarded by all staff as the core curriculum subject it is</p> <p>Staff are motivated and enthused to teach it and have the subject knowledge to make it enjoyable, differentiated and progressive</p> <p>Good practice is shared in department and whole school meetings</p> <p>Schemes of work are well written and shared with all staff</p>

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 <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>

Continue to be a Northampton SSP Enhanced School	<p>Ensure opportunities are added to the school diary at the earliest opportunity</p> <p>Regularly engaged with the Cluster SCo; SCo 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</p>	£3150	£3150	<p>Term 1&2 Children have been accessing virtual competitions and skills cards. HD is supporting staff to deliver Personal Best, and level 0 competitions to bubbles.</p> <p>Yr 2 Racket Skills Yr2 Standing Long Jump personal best Yr5 Badminton level 1</p> <p>Evidence: Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events</p>	Internally review and evaluate the schools engagement against the outcomes of the programme – what have been the schools greatest achievements, could these outcomes be gained by other means?
Engage in the School Games Mark Framework self-review tool	<p>Use the national online tool to review and reflect on our recovery curriculum and ensure that we maximise our engagement in the School Games</p> <ul style="list-style-type: none"> Autumn Term 2: Reflect on current provision via online tool and then share report with SCo & SSM Consider the Action Plan and identify staff and resources and act upon the actions Summer Term: Review and reflect on provision and outcomes achieved from the action plan 	£ 0	£ 0	<p>Badminton and Boccia skills cards distributed to staff in term 1 Sportshall Athletics and Gymnastics skills distributed to staff in term 2</p> <p>Evidence: report, action plan, registers, photos, meeting minutes</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>
Bring together a cohort of young leaders to form the School Sport Organising Crew (SSOC) who will influence and have a voice for all children in all thing PE, school sport and physical activity	<p>Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school</p> <ul style="list-style-type: none"> How young leaders will be recruited fairly How the meetings will be structured and items to be discussed – can there be a 2 way process with the main school council? 	£	£	<p>59 yr 5 pupils have been trained on Module 1,2 & 3 in term 2 This has increased the children’s confidence to deliver their personal planned activities in PE lesson within their bubble.</p> <p>Small teams of Young Leaders volunteered to plan PE sessions. They delivered the activities to their yr 5 peers in PE sessions.</p> <p>Evidence: meeting minutes, reports, celebrations</p>	<p>Ensure Year 4/5 children are co-opted into the group to provide sustainability and continuation within the group year on year</p> <p>SLT to consider ways to provide the group with meaningful opportunities for influencing and decision making within the whole school</p> <p>Provide a suitable platform for the voice of the children to be heard and taken seriously</p>

Share and celebrate achievements in PE, school sport and physical activity	Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly <ul style="list-style-type: none"> Use a noticeboard and/or school digital system to publicly share success from within and outside of school Use social media to highlight school sport success and progress within PE Consider how the School Games Values or school values could be used to reward behaviours 	£	£	Competitions and events have been published on the school blog which is also connected to Facebook and Twitter. Awards have been celebrated with the pupils bubbles. Evidence: newsletters, blogs, social media, photos, assemblies	Regularly update noticeboards and social media platforms Engage children to contribute to school newsletters and/or managing the noticeboards
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Key outcome indicator 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 <p>Book 1 member of staff onto the AfPE safer practice in PE, school sport and physical activity workshop</p>	£2000 £0 <small>(Incl. in Enhanced Membership)</small>	£	Whole school Real PE training Jasmine Teachers now halve the confidence to deliver high quality PE through the Jasmine app Evidence: curriculum planning, timetables, lesson observations, children's feedback, children's academic progress	Schemes of work are revised Good practice and learning from courses is shared within whole school meetings Resources are available and shared with all staff Real PE cognitive skills planned Term 1 personal Term 2 social Term 3 cognitive Term 4 creative Term 5 physical Term 6 health and fitness
Understand the local, regional and national PE, school sport and physical activity landscape	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 <ul style="list-style-type: none"> Register with organisations considered experts within the field of PE, school sport 	£ 0	£ 0	Evidence: photos, observations, training opportunities	Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities Share important messages with all staff

	and physical activity i.e. School Games, Youth Sport Trust, Sport England, Northamptonshire Sport, AfPE				
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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 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?
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 Explore and evaluate the costs and benefits of using external providers Thoroughly check for appropriate qualifications and experience before deploying external providers Explore internal opportunities to provide training to upskill staff to lead on clubs 	£2500	£	<p>HD to run 1 after school sports clubs per week from term 3</p> <p>SF to run 1 after school sports club per week (when crossing bubbles is allowed)</p> <p>AW to run 1 after school sports club per week from term 3</p> <p>Extra curricular programme will change termly to provide a variety of sports opportunities</p> <p>Evidence: registers, photos</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>
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 	£270	£	<p>Saints Rugby 5.1.2021 yr 4 6 weeks.</p> <p>Term 1Tennis Coaching (breakfast club) TBC</p> <p>8.1.2021 FDS football taster. TBC</p> <p>Hotshots taster session. When restrictions allow.</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	Access the Partnership's Student Aspiration Squad project	£ (Incl. in Enhanced Membership)	£		Staff to continue to track progress in identified learning areas

opportunities to develop confidence, social skills and self-belief to access a transition project	<ul style="list-style-type: none"> Identify a cohort of children who meet the outlined criteria Identify a member of staff to support and accompany the children Celebrate the achievements of these children within school and with their families 			Evidence: photos, pre-post questionnaire, child and family feedback, teacher observations	Support children to transition into extra-curricular opportunities
Provide yr 1, 2, 3, 4, 5 and 6 with a term on dance.	Katie's will return to Headlands to provide specified yr groups with an hour of dance for a term.	£1200		Track pupils progress throughout the programme. Yr 3 term 1	
To support Yr5 & 6 to develop their cycling skills through Bikeability	Implement the programme into the school.	£369		27 yr 5 pupils participated week beginning 2.11.2021 33 yr 6 pupils term 3	26 children achieved level 1 or 2
To link a local professional club to broaden opportunities	Chance to shine cricket	£0		Chance to shine to deliver 3 sessions. Whole day for 6 weeks starting on 12.4.2021 Yr 4 Yr 5 Unit	Staff members to observe sessions to develop their own lessons.
Pay towards playground markings to enable children to be more active during playtimes.		£3000			

Key outcome indicator 5: Increased participation in competitive sport

INTENT	IMPLEMENTATION			IMPACT
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 	£	£	Evaluate the success of the event <ul style="list-style-type: none"> Ease of planning and delivering Feedback from parents, staff and children
Provide opportunities for all children to access personal challenge activities	Organise and deliver a series of Personal Challenge opportunities <ul style="list-style-type: none"> Ensure activities are School Games compliant 	£	£	Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future.

	<ul style="list-style-type: none"> Deploy young leaders and/or staff to facilitate the opportunities Consider how these competition could be linked to whole school house systems 			Evidence: photos, qualitative data, lesson observations	Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities
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 	£	£	<p>6.10.2020 30 yr 2 children Badminton Bisi Festival</p> <p>9.12.2020 59 yr 2 children competed in a personal challenge standing long jump.</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 children to adequately prepare for Inter-School competitions	<p>Access pre-Inter School Games competition practice sessions</p> <ul style="list-style-type: none"> Consider the team selection and the competition eligibility Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children 	£ (Incl. in Enhanced Membership)	£	<p>21.9.2020 60 yr 5 children took part in a Badminton Bisi Festival</p> <p>Term 2 KS2 Badminton inter school competition</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 and/or need to be rewarded for their efforts in PE and/or extra-curricular clubs 	£ (Incl. in Enhanced Membership)	£	<p>Evidence: participation tracker, photos, staff observations, parental feedback</p>	<p>Support children to transition into extra-curricular clubs</p> <p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</p>
Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting	<p>Access termly School Sport Partnership or Cluster Year 3/4 Festivals</p> <ul style="list-style-type: none"> 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 	£ (Incl. in Enhanced Membership)	£	<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	£4800	£	Minibus upkeep and running costs Evidence: competition registrations	To ensure a similar amount is allocated for competitions next year
Provide supply teachers to enable sports coach to lead and attend events.	Staff cover and additional time to attend events.	£1606			Explore ways for necessary staff to attend events.
Provide cover for sports coach to deliver virtual events within school.	Staff needed to cover HD.	£750			

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:		Date:	
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Document updated								
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Department for Education guidance on how to use the Primary PE and Sport Premium – updated 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>