

# 2022/2023 PE AND SPORT PREMIUM DEVELOPMENT PLAN

## *EVIDENCING THE IMPACT & SUSTAINABILITY*

Schools have a central role to play in supporting all children and young people to live healthy active lives. This is particularly true of primary school where the foundations of positive and enjoyable participation in regular physical activity should be established.

Crucial to achieving this is ensuring that pupils have access to at least 30 minutes of physical activity during the school day, alongside high-quality PE provision taught by confident and knowledgeable teachers and opportunities to experience and participate in a wide range of sports and physical activities. PE and sport premium grant funding should be used by schools towards these aims.

**SCHOOL**

**Headlands Primary School**

**HEAD TEACHER**

**Darren Smith**

**PE COORDINATOR**

**Katie Howkins**

## PE & Sport Premium: Government intent

Ensure that pupils have access to at least 30 minutes of physical activity during the school day, alongside high-quality PE provision taught by confident and knowledgeable teachers and opportunities to experience and participate in a wide range of sports and physical activities.

## PE & Sport Premium: School intent

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.

## Key outcome indicators: Updated 2022/2023

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

### Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across your school

### Key outcome indicator 2: Engagement of all pupils in regular physical activity

- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching
- providing targeted activities or support to involve and encourage the least active children

### Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement

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

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

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

### Key outcome indicator 5: Increased participation in competitive sport

- increasing and actively encouraging pupils' participation in the School Games
- organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations
- provide children and young people with adequate preparation to ensure they gain positive experiences to sustain their involvement



## Evidencing the impact: Review of PE & Sport Premium expenditure 2022/2023

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2023/2024?
1. Increase confidence and skills of staff in teaching PE and Sport	<p><b>Key ACHIEVEMENTS</b> All staff are confident with using the Jasmine app to support them with delivering high-quality PE lessons. Staff have had the opportunity to observe trained professionals in rugby, cricket and tennis, implementing their knowledge and learned strategies from observations into their own practice. PE Lead ran a staff meeting for all mainstream teachers to support professional development in the subject.</p>	See comments in Key Outcome Indicator 1 section.
	<p><b>Impact on PARTICIPATION</b> Children are used to the routine of a Real PE lesson and lessons are inclusive. Children are motivated by the variety of sports on offer, and the Real PE lessons support their fundamental movement skills that are implemented in each sport.</p>	
	<p><b>Impact on ATTAINMENT</b> Using the Real PE platform has allowed all children to show progression in skills. Class teachers are able to formally assess children's progress through the Jasmine portal. Children have been coached by trained professionals in rugby, tennis and cricket, and have learned new skills and strategies in a range of sports.</p>	
2. Engagement of all pupils in regular physical activity	<p><b>Key ACHIEVEMENTS</b> Young Leaders led different physical activities to KS1 children every lunchtime. Children deemed 'inactive' in KS2 were targeted to attend a variety of events outside of school.</p>	See comments in Key Outcome Indicator 2 section.
	<p><b>Impact on PARTICIPATION</b> Children deemed 'inactive' were able to access a variety of physical activities and develop their confidence and enjoyment in sports.</p>	
	<p><b>Impact on ATTAINMENT</b> Heat Maps provided to class teachers indicated that increased physical activities/movement throughout the school day were valuable to the children's attention to learning and overall performance.</p>	

	Using the Real PE platform has allowed all children to show progression in skills. Class teachers are able to formally assess children's progress through the Jasmine portal.	
<b>3. Profile of PE and sport is raised across the school as a tool for whole-school improvement</b>	<b>Key ACHIEVEMENTS</b> Achieved Gold School Games Mark Award. Achieved medals in a variety of competitions.	See comments in Key Outcome Indicator 3 section.
	<b>Impact on PARTICIPATION</b> All children (including SEND and inactive) have participated in a variety of sports activities and extra-curricular clubs. Intra-school competitions and personal challenges completed in PE lessons. 2x Year 5 classes have completed Young Leader training.	
	<b>Impact on ATTAINMENT</b> The achievements and participation outlined highlight that children have been successful in their sporting commitments and activities.	
<b>4. Broader experience of a range of sports and activities offered to all pupils</b>	<b>Key ACHIEVEMENTS</b> Many KS2 children participated in an extra-curricular club. We have developed strong links with external community sports providers. External providers Pacesetters have delivered PE to all year groups across the school year, expertly teaching a variety of sports. SAS Project completed. 6x children nominated for Able and Talented. Level 1-3 Bikeability courses have been completed.	See comments in Key Outcome Indicator 4 section.
	<b>Impact on PARTICIPATION</b> Year 3 attended a one-night residential and built resilience while being away from home. Clubs such as the Patrick Franks football club and the Freestyle Dance and Dodgeball clubs were very popular amongst pupils.	
	<b>Impact on ATTAINMENT</b> The children have developed their skills in a variety of sports led by trained coaches who have motivated all classes to achieve their personal best.	
<b>5. Increased participation in competitive sport</b>	<b>Key ACHIEVEMENTS</b> A group of SEN children in our Woodlands unit achieved Bronze in a Boccia competition. Young Leaders supported both KS1 and KS2 Sports Days. Events have been attended and medals/certificates rewarded.	See comments in Key Outcome Indicator 5 section.
	<b>Impact on PARTICIPATION</b>	

	Children (including SEN children) have participated in events across the year. This includes inter and intra-school competitions.	
	<b>Impact on ATTAINMENT</b> Children have been motivated by attending a variety of events and competitions. They have been given opportunities to broaden participation and perform at their highest potential.	

## Swimming: meeting the national curriculum requirements for swimming & water safety

Swimming and water safety are national curriculum requirements and essential life skills. The national curriculum requirement is that by the end of key stage 2, pupils should be taught to:

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

You can use the PE and sport premium to fund the professional development and training that is available to schools to train staff to support high-quality swimming and water safety lessons for their pupils.

### You can use your funding for:

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

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

Outcome	% of pupils achieving outcome				
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Swim competently, confidently and proficiently over a distance of at least 25 metres	94%	60%	43%	55%	35%
Use a range of strokes effectively; front crawl, backstroke and breaststroke	94%	60%	43%	55%	35%
Perform safe self-rescue in different water-based situations	94%	60%	43%	55%	35%

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. <b>Have you used any funding for this purpose?</b>	No	No	No	No	No
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## PE & Sport Premium: Development Plan

2022/2023 Funding Must be allocated and spent in full by 31 <sup>st</sup> July 2023		£16,000 + £10 per pupil (Year 1 – Year 6)	SUB TOTAL	£19,830
<b>Key outcome indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	£843.25 (4.3%)	Actual expenditure: % of total allocation:	£500 (2.5%)
<b>Key outcome indicator 2:</b> Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	£126 (0.6%)	Actual expenditure: % of total allocation:	£212 (1.1%)
<b>Key outcome indicator 3:</b> Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:	£2,976 (15%)	Actual expenditure: % of total allocation:	£3,250 (16.4%)
<b>Key outcome indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	£6,469.40 (32.6%)	Actual expenditure: % of total allocation:	£7,141.25 (36%)
<b>Key outcome indicator 5:</b> Increased participation in competitive sport	Planned Expenditure: % of total allocation:	£6,026 (30.4%)	Actual expenditure: % of total allocation:	£8,726.75 (44%)

### Key outcome indicator 1: 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 2022/2023?
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"> <li>Staff to identify areas of training</li> <li>Appropriate internal or external training and/or resources to be identified and sourced</li> </ul>	£500 (Jasmine)	£500	All mainstream class teachers attended a PE staff meeting on 14.12.23, led by PE lead. They were shown the key indicators of the premium and we explored the Real PE platform to develop their understanding of the skills progression. All staff have been trained to access the Jasmine app and continue to have the confidence to deliver high quality PE through the app.  The school has renewed their Real PE subscription so that teachers can continue with this scheme of work.	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



				<p>External providers are teaching a variety of sports to Years 1-6 once a fortnight.</p> <p>The staff now understand how the Jasmine skills can be adapted and used for a variety of different sports. We taught the Real PE Units in a particular order to tie in with the sport that Pacesetters were teaching.</p> <p>LTA Tennis delivered PE to Year 1 in Term 3 and Year 2 in Term 4 – this was CPD for KS1 teachers.</p> <p>Sports Conference attended 20.03.23.</p> <p><b>Evidence:</b> curriculum planning, timetables, lesson observations, children's' feedback, children's academic progress</p>	
Understand the local, regional and national PE, school sport and physical activity landscape	<p>Use a variety of platforms to keep up to date with changes to the sporting landscape and seek to engage in opportunities that could benefit staff and children</p> <p><i>Register with organisations considered experts within the field of PE, school sport and physical activity i.e. School Games, Youth Sport Trust, Sport England, Northamptonshire Sport, AfPE</i></p>	£ (Enhanced Schools membership included in Section 3)	£	<p>Level 2 Competitions attended:            Boccia Level 2            Boccia Level 3 2.3.2023 (Woodlands)            Hockey Level 2 (Year 3) 22.03.23            Orienteering (Year 5) 21.04.23            Tennis (Year 4) 26.04.23</p> <p>Children who are considered less active and are not accessing 60 minutes of physical activity a day have benefitted from attending these events.</p> <p>Being a member of the Northamptonshire Sports Enhanced Schools network has supported us to keep up to date with changes to the sporting landscape.</p> <p><b>Evidence:</b> photos, observations, training 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>

## Key outcome indicator 2: Engagement of all pupils in regular physical activity

INTENT	IMPLEMENTATION	IMPACT
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Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
Have tailored opportunities that attract children who are least active 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. <ul style="list-style-type: none"> <li>How will children be encouraged &amp; rewarded for participation</li> <li>Appropriate and committed staff</li> <li>Deployment of young leaders</li> <li>When will it be delivered?</li> </ul> Could it be delivered virtually, and home based?	£	£	<p>Broadening Participation events were targeted at those children deemed 'inactive'.</p> <p>12x Year 2 children attended a Tennis and Breakfast Club before school for once a week across the school year. This was led by a professional coach from LTA Tennis.</p> <p>Woodlands progressed to Level 3 county finals in Boccia.</p> <p>Year 5 Young Leaders deliver activities to younger children at lunchtimes. Equipment is accessible during these times.</p> <p>There is a variety of sports on offer at lunchtimes each week. Each year group in KS2 is scheduled in to play. KS2 girls on a Friday only.</p> <p><b>Evidence:</b> 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>
Review physical activity time and intensity levels across the curriculum timetable	Use the Active School Planner as a tool to visually demonstrate to staff when during the day children are inactive <ul style="list-style-type: none"> <li>PEC to assist teachers to produce a Heat Map for their class</li> <li>PEC to review the Heat Map with the class teacher</li> </ul> PEC and class teacher to consider and embed new ways of delivering aspects of the curriculum in a more physically active way	£	£	<p>Year 2 &amp; Year 4 heat maps were completed in Term 2. Copy of Heat Maps and ideas on how to improve were given to class teachers.</p> <p>After noticing that the children were mostly inactive on days where they were not being taught PE, teachers added in classroom-based activities to support with learning. This included drama conventions in Writing, and exploring materials through investigations in Science.</p> <p>The school can demonstrate that every child is offered 30 active minutes each day; this can be achieved through playtime activities</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>

				<p>and Year 5 Young Leaders delivering activities to younger children at lunchtimes. Equipment is accessible during these times.</p> <p>There is a variety of sports on offer at lunchtimes each week. Each year group in KS2 is scheduled in to play. KS2 girls on a Friday only.</p> <p><b>Evidence:</b> A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</p>	
<p>Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy</p>	<p>Provision for 2 hours of high-quality curriculum PE per week for ALL children</p> <ul style="list-style-type: none"> <li>• <i>Ensure lessons are well structured, differentiated and progressive</i></li> </ul> <p><i>Provide opportunities for all children to 'learn to lead'</i></p>	<p>£126</p> <p>(Teacher CPD costs outlined in section 3)</p>	<p>£212</p>	<p>2 hours of PE is timetabled for each week (1x Sport Lesson, 1x Real PE lesson). Our external providers (Pacesetters) teach a different sport every term that ties in with Real PE Unit focus for that term.</p> <p>Teachers carry out lots of observations during their lessons. Any children who are deemed to be struggling are identified and supported during the following lesson.</p> <p>Children can be partnered up in mixed ability pairs so that less confident children are supported.</p> <p>Year 5 have been trained as Young Leaders and have delivered activities to KS1. Year 5 also planned and supported Sports Day activities. These children have grown in confidence and have developed strong leadership skills and a good physical literacy in which they can verbally communicate instructions using accurate vocabulary.</p> <p><b>Evidence:</b> 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 3:** Profile of PE and sport is raised across the school as a tool for whole-school improvement

INTENT	IMPLEMENTATION			IMPACT	
<b>Objective/intended impact</b> What do you want to achieve?	<b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i>	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> <i>What have you achieved?            How many people have benefited?            What is the impact on pupils/whole school?</i>	<b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2022/2023?</i>
Continue to be a Northampton SSP Enhanced School	Ensure opportunities are added to the school diary at the earliest opportunity  <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>	£3,250	£3,250	<b>Enhanced Schools Network Meeting 1</b> <ul style="list-style-type: none"> <li>• Provided with national, regional and local updates which have been shared with necessary colleagues</li> <li>• Cluster meeting where schools shared good practise – helpful to understand and gain knowledge of how other schools are embedding aspects of high-quality PE, school sport and physical activity opportunities</li> <li>• School Games Mark criteria shared – work to commencing to ensure school are meeting expectations and standards</li> </ul> <b>1-2-1 Engagement Meeting</b> <ul style="list-style-type: none"> <li>• Checked our evidence against School Games Mark criteria</li> <li>• Discussed the use of Heat Maps and which year groups to assign them to</li> <li>• Discussed how to complete termly tracking of children attending clubs (HD to choose a 'focus week' and highlight attendance</li> </ul> KS2 children have experienced a variety of competitions and sports in line with our association with Northamptonshire School Sports.  <b>Evidence:</b> Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events 03.11.22 1-2-1 Meeting with SSCo (Emily) KH and HD 03.11.22 Network Meeting (KH)	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?

				19.01.23 Network Cluster Meeting (KH) 20.03.23 Sports Conference (KH) 29.06.23 Northamptonshire Sports Annual Planning Meeting (KH)	
Achieve Gold School Games Mark Award	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 • <i>Collect necessary evidence throughout the year</i> <i>Share scheme with all staff and ask for their support to achieve desired award level</i>	£0	£0	Intra-school competitions and personal challenge completed in some PE lessons. KS2 Sports hall Athletics Practice. All children train for competitions either in PE lessons or at lunchtimes for sports including tag rugby, badminton and tennis to ensure children have the confidence to compete in inter-school competitions.  Headlands has maintained the Gold award and its high profile of PE, school sport and physical activity.  <b>Evidence:</b> action plan and necessary evidence associated for the award level	Raise awareness of the tool and report in whole school meetings  Ensure SLT are clear on the report outcomes are supportive of areas to be developed  Celebrate success and improvements with staff and the wider community
Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce	Use the real Leaders scheme of work to upskill a cohort of confident and knowledgeable young leaders <i>Use the real Leaders Action Plan to support in the planning and implementation of the training</i>	£0 (Incl. in Enhanced Membership)	£	60 Year 5 children were trained to be a Young Leader.  All Young leaders were organised to deliver activities on the playground each lunchtime to KS1.  Young Leaders also planned and delivered Sports Day to Reception, KS1 and KS2 children.  The leadership training has given the children the confidence to lead, strong oracy and communication skills and responsibility. They have gained experienced in managing behaviour and fairness and have begun to adapt their leadership to meet the needs of different children.  <b>Evidence:</b> photos, deployment plans, observations	Recruit previously training young leaders to take on mentoring roles and responsibilities  Consider how higher level leadership training and deployment opportunities can be provided
Bring together a cohort of young leaders to form the School Sport Organising Crew (SSOC) who will influence and	Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school	£	£	The Young Leaders have been able to identify the needs of the younger children and the areas in which they need to develop their physical	Ensure Year 4/5 children are co-opted into the group to provide sustainability and continuation within the group year on year

have a voice for all children in all thing PE, school sport and physical activity	<ul style="list-style-type: none"> <li><i>How young leaders will be recruited fairly</i></li> <li><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></li> </ul>			<p>literacy. This has allowed for the correct equipment to be used and for more appropriate activities to take place to support pupil progress.</p> <p>The main objective was to have more variety of sports activities at lunchtime.</p> <p>Instead of just football, we now change the sport each week which includes basketball, hockey, volleyball, cricket and dodgeball.</p> <p>More children are now joining in with the sports instead of the same children each week because of the variety on offer. More girls are now being included.</p> <p><b>Evidence:</b> meeting minutes, reports, celebrations</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	<p>Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly</p> <ul style="list-style-type: none"> <li><i>Use a noticeboard and/or school digital system to publicly share success from within and outside of school</i></li> <li><i>Use social media to highlight school sport success and progress within PE</i></li> </ul> <p><i>Consider how the School Games Values or school values could be used to reward behaviours</i></p>	£	£	<p>Things to celebrate:</p> <ul style="list-style-type: none"> <li>Achieving Gold in the School Games Mark</li> <li>Young Leaders (certificates)</li> <li>Medals in a variety of competitions</li> <li>Certificates from a variety of competitions (including participation certificates)</li> </ul> <p>Competitions and events have been published on the school blog, which is also connected to Facebook and Twitter. Children's achievements are celebrated in rewards assemblies.</p> <p>Children are rewarded using certificates, badges, medals and displays on the PE noticeboard (including team photos).</p> <p><b>Evidence:</b> 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>

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

INTENT	IMPLEMENTATION			IMPACT	
<b>Objective/intended impact</b> What do you want to achieve?	<b>Actions to achieve Outcome</b> What do you need to do to achieve your intentions?	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	<b>Sustainability / Next Steps</b> How will this outcome be sustained or further developed in 2022/2023?
Offer a diverse and needs led extra-curricular programme	Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable <ul style="list-style-type: none"> <li>Woodlands staff to support with SEN Sports Clubs afterschool once a week.</li> <li>Review success and attendance of opportunities in the previous academic year</li> <li>Allow children to have a voice and influence what is offered</li> <li>Explore and evaluate the costs and benefits of using external providers</li> <li>Thoroughly check for appropriate qualifications and experience before deploying external providers</li> </ul> Explore internal opportunities to provide training to upskill staff to lead on clubs	£2,000	£2,300	<b>Autumn Term:</b> 38% of KS2 children attended an extra-curricular club (101 children) <b>Spring Term:</b> 47% of KS2 children attended an extra-curricular club (124 children)  8x SEN Woodlands children attended an afterschool football club.  Hotshots was the most popular club across the year.  <b>Evidence:</b> registers, photos	Evaluate attendance at each club and adjust offer accordingly  Use child voice to influence and engage specific cohorts of young people  Dance class and Dodgeball club were added in Term 2 (mornings and afterschool respectively).
Develop meaningful links to local sports clubs to develop pathways for children to move from school to community	Acquire knowledge about local community sports providers <ul style="list-style-type: none"> <li>Consider links to clubs where the sport is either popular within school or attendance at clubs is high</li> <li>Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards</li> </ul> Consider how the relationship can be reciprocal	£1,200 (Rugby programme)  £47.25 (LTA)	£1,247.25	We have engaged in: Chance to Shine Cricket – whole-school engagement day. Northamptonshire Saints Rugby – Year 5 Tackling Character Programme, Term 3 LTA Tennis – Year 2 Morning Tennis Club; KS1 Tennis sessions in Term 3 and 4  The children have developed their skills in these particular sports by being coached by highly trained, motivated professionals.	Use qualified and experienced coaches to upskill school staff to extend opportunities within school for a desired sport  Work with a couple of different sports each year to provide a focussed and concentrated approach

				<b>Evidence:</b> School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry	
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"> <li>Identify a cohort of children who meet the outlined criteria</li> <li>Identify a member of staff to support and accompany the children</li> </ul> <p>Celebrate the achievements of these children within school and with their families</p>	£ (Incl. in Enhanced Membership)	£	<p>Sensory circuits accessible for identified children in KS1 and KS2 in the mornings before school.</p> <p>6 children participated in the SAS Project this year: Boxing – 29.11.22. Pinnacle Climbing – 31.01.23. Orienteering – 21.02.23. Trampolining – 25.04.23.</p> <p>The project involved a variety of activities that focussed on team-building skills and positive relationships between one another. The group grew in confidence and were able to share their experiences with each other. This supported their self-esteem and social skills.</p> <p><b>Evidence:</b> photos, pre-post questionnaire, child and family feedback, teacher observations</p>	<p>Staff to continue to track progress in identified learning areas</p> <p>Support children to transition into extra-curricular opportunities</p>
Provide opportunities for children identified as Able & Talented to access higher level learning opportunities	<p>Support children to access an SSP organised Able &amp; Talented Multiskill Academy</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Staff to track children participation and progress</p>	£ (Incl. in Enhanced Membership)	£	<p>6 children accessed the Able and Talented Multiskill Academy.</p> <p>The children were able to enhance their skills in a particular sport and build new relationships with different children.</p> <p><b>Evidence:</b> Academy reports, attendance registers, photos, parent and child feedback</p>	<p>SSP to support schools to develop relationships and pathways with local community sports clubs</p> <p>SSP to support schools to identify particular opportunities for individual children</p>
Provide Dance for Year 5 to support their Shakespeare Project in the Spring Term.	Katie has returned to Headlands to host dance sessions for Year 5 to support their Shakespeare project.	£1,200	£1,200	<p>All children in Year 5 have had access to dance lessons and have picked up the skill of sequencing and synchronization.</p> <p>Year 5 have had their performance filmed for their Shakespeare project.</p>	Dance to be taught to all year groups next year (one year group per term).
To support children to develop cycling skills through Bikeability.	Implement the Bikeability programme into the school to improve road safety for pupils using their bikes to increase action bike travel	£264 (Level 1 & 2)	£394	<p>26 x Year 5 children accessed Level 1 and 2 Bikeability programme on week beginning 28.11.22.</p> <p>34 x Year 4 children accessed Level 1 Bikeability programme on 18.11.22.</p>	<p>Bikeability programme to be offered to Years 4-6 (Levels 1-3) in new academic year.</p> <p>KH has sent back Level 1 and 2 registers to providers.</p>



				<p>15 x Year 6 children accessed Level 3 Bikeability programme on week beginning 16.06.23 .</p> <p>The Bikeability programme is run to help the children be safe when they are out about on their bike. It helps to encourage children complete their 60 minutes of exercise per day.</p>	
Provide a unique opportunity for Year 3 pupils to take part in a local residential trip.	Provide a residential opportunity for Year 3 pupils to access a broad range of sport and physical activities that are not necessarily accessible on the school site.	£2,000	£2,000	<p>6x children from Woodlands Unit attended residential. 52x Year 3 children also attended. This develops independence and confidence to stay overnight without their parents and to try new activities that they are unable to access through school and home. Children completed a range of activities including:</p> <ul style="list-style-type: none"> <li>• Trampolining</li> <li>• Indoor hockey</li> <li>• Basketball</li> <li>• Rollerskating</li> <li>• Tennis</li> <li>• Archery</li> </ul> <p>Children were able to use their skills learnt from the residential back in school to support their self-esteem, resilience and confidence.</p>	New Year 3 staff to potentially organise the residential again next year (supported by Danny – new Sports Coach and LKS2 TA).

### Key outcome indicator 5: Increased participation in competitive sport

INTENT		IMPLEMENTATION		IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
Provide opportunities for children with SEND to access appropriate competitions	Identify children with SEND and consider their disability before providing competitive opportunities in mainstream, Inclusive, Project ability or Intra-School competitions	£ (Incl. in Enhanced Membership)	£	Woodlands children attended a Boccia competition and achieved 3 <sup>rd</sup> place at County Finals. Following on from this, 8x Woodlands children attended the afterschool Football Club.	<p>Incorporate inclusive sports into core curriculum lessons</p> <p>Provide opportunities for children with SEND to undertake leadership training</p>

				<p>6x Year 6 children with SEND attended several events over the year.</p> <p>4x Year 5 children attended several events over the year.</p> <p>3x Year 4 children attended several events over the year.</p> <p>4x Year 3 children attended several events over the year.</p> <p>The children with SEND have been able to enhance their social and communication skills during these events.</p> <p><b>Evidence:</b> photos, teacher observation, team declarations</p>	
Host a School Games Day that culminates in a year-round programme of PE and school sport	<p>Plan and deliver a School Games Day that is inclusive of all children</p> <ul style="list-style-type: none"> <li>• <i>Design a format to ensure all children are enthused to participate</i></li> <li>• <i>Consider including personal challenges to encourage healthy competition</i></li> <li>• <i>Upskill and deploy a cohort of young leaders</i></li> </ul> <p><i>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</i></p>	£	£	<p>Sports Day took place on 22.05.2023 (Reception and KS1 in the morning, KS2 in the afternoon). 420 children took part.</p> <p>30x SEN children participated in a Woodlands Sports Day.</p> <p>All Sports Days were planned and delivered by the Young Leaders following lots of practise in curriculum PE lessons. The children were able to experience a variety of sports that were timed but non-competitive. This year, parents were able to come and watch our Sports Days, which significantly motivated the children to do their best.</p> <p><b>Evidence:</b> photos, event programme, young leader training days</p>	<p>Evaluate the success of the event</p> <ul style="list-style-type: none"> <li>• Ease of planning and delivering</li> <li>• Feedback from parents, staff and children</li> </ul> <p>YL plan, train and supervise activities to KS1 on sports day.</p>
Provide opportunities for all children to access personal challenge activities	<p>Organise and deliver a series of Personal Challenge opportunities</p> <ul style="list-style-type: none"> <li>• <i>Ensure activities are School Games compliant</i></li> <li>• <i>Deploy young leaders and/or staff to facilitate the opportunities</i></li> </ul> <p><i>Consider how these competitions could be linked to whole school house systems</i></p>	£	£	<p>Personal challenges were carried out and delivered by Young Leaders during lunchtime activities. Children have the opportunity to beat their own score and achieve a personal best.</p> <p><b>Evidence:</b> photos, qualitative data, lesson observations</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>

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"> <li>• <i>Ensure activities are School Games compliant – consider accessing NSport resources</i></li> <li>• <i>Deploy young leaders and/or staff to facilitate the opportunities</i></li> </ul> <p><i>Consider how these competitions could be linked to whole school house systems</i></p>	£	£	<p>Intra-school competitions delivered this year: Woodlands Hockey 10.02.23.</p> <p>(School Games format)</p> <p><b>Evidence:</b> 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"> <li>• <i>Ensure activities are School Games compliant</i></li> <li>• <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></li> <li>• <i>Ensure children are adequately prepared for the competitions to ensure a positive competition experience</i></li> </ul> <p><i>Consider how school representatives are rewarded for the achievements</i></p>	£ (Incl. in Enhanced Membership)	£	<p><b>Broadening Participation Competitions</b></p> <p>Year 4 School Games Values Target Festival Year 3 School Games Values Target Festival Year 4 Archery Year 5 School Games Values Net/Wall Festival Year 5 Orienteering Year 5 School Games Values Target Festival Year 3 School Games Values Invasion Festival Year 4 and 5 Fun Run</p> <p><b>Development Competitions</b></p> <p>Year 3 Hockey Year 4 Tennis Year 6 Netball</p> <p><b>Performance Competitions</b></p> <p>KS2 Woodlands Boccia Competition Year 6 Sportshall Athletics Year 4 Quadkids</p> <p>Through these competitions, children were able to develop coping strategies for dealing with failure, while at the same time developing their resilience and determination.</p> <p><b>Evidence:</b> Team Declaration Forms, photos, teacher observations</p>	<p>Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals</p> <p>Upskill young leaders to support practice sessions and team management roles and responsibilities at the competitions</p>
Provide opportunities for children to adequately prepare for Inter-School competitions	<p>Access pre-Inter School Games competition practice sessions</p> <ul style="list-style-type: none"> <li>• <i>Consider the team selection and the competition eligibility</i></li> </ul>	£ (Incl. in Enhanced Membership)	£	<p>Competitions are practiced and prepared for within some PE lessons and during lunchtimes. Children are identified to attend the competition.</p>	<p>Identify focus sports for year groups and the whole school – link these into an extra-curricular offer to ensure</p>

	<ul style="list-style-type: none"> <li><i>Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school</i></li> </ul> <p><i>Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children</i></p>			<p>Sportshall Athletics (10.11.22) Hockey (16.03.23) Netball (18.05.23)</p> <p>The practice sessions prepared children for their upcoming competitions. Staff who also attended were able to borrow strategies for further practice back in school.</p> <p><b>Evidence:</b> participation tracking, photos, competition results, in school opportunities</p>	<p>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"> <li><i>Select children who are unlikely to represent the school in other sports opportunities</i></li> </ul> <p><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></p>	£ (Incl. in Enhanced Membership)	£	<p>Children who have not accessed Inter-school competitions will have the opportunity to attend multi-sport festivals.</p> <p>Year 5 Multisport Festival (24.11.2022) attended by 30 children. Year 4 Multisport Festival (23.03.23) attended by 30 children.</p> <p>Children thoroughly enjoyed the experience of attending a secondary school setting to take part in a festival. The opportunities provided enthused them to develop their skills in particular sports.</p> <p><b>Evidence:</b> 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"> <li><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></li> </ul> <p><i>Consider accessing all or some of the festivals available; Virtual Dance Project, Tennis Champions Day and OAA Day</i></p>	£ (Incl. in Enhanced Membership)	£	<p>10x Year 4 children attended a Tennis event on 26.04.23.</p> <p>Children thoroughly enjoyed the experience of attending an outdoor tennis sports club. The opportunities provided enthused them to develop their skills in the particular sport.</p> <p><b>Evidence:</b> 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	£3,000	£4,216.95	Transport was necessary for all competitions that were attended and did not have any negative impact.  <b>Evidence:</b> competition registrations	To ensure a similar amount is allocated for competitions next year
Provide support staff to attend events with children. Provide supply teachers if PE Lead is out of class to attend meetings/events.		£3,000	£4,509.80		Explore ways for necessary staff to attend events.

## Accountability

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

<b>Document completed by:</b>	Katie Howkins	<b>Date:</b>	24 <sup>th</sup> July 2023
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<b>Document updated</b>								
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## How to use & not use the funding

Schools must use the funding to make additional and sustainable improvements to the quality of the PE, sport and physical activity they provide.

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

- build capacity and capability within the school to ensure that improvements made now are sustainable and will benefit pupils joining the school in future years
- develop or add to the PE, sport and physical activity that your school provides

### Sustainable improvement

Making sustainable improvements should be considered as a priority. This is often achieved through developing and investing in the knowledge and skills of the teaching staff and other school staff who may have involvement in supporting a lasting change to the school's approach to physical activity, curriculum PE or provision of school sport.

### Active mile

Active miles can be an effective way to make regular physical activity part of the school day. If schools choose to take part in an active mile, you should use existing playgrounds, fields, halls and sports facilities. It is not appropriate to use PE and sport premium funding to fund the cost of a specially constructed course.

### What your funding should not be used for

You should not use your funding to:

- fund capital expenditure
- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - this should be funded from your core staffing budgets
- teach the minimum requirements of the national curriculum (or, in the case of academies and free schools, to teach your existing PE curriculum) - apart from top-up swimming lessons after pupils' completion of core lessons

## Capital expenditure

Where schools have an existing capitalisation policy, you should use this policy to determine whether proposed spending would be considered to be capital expenditure. If a school does not have a capitalisation policy it remains for them to determine what qualifies as capital, but you might wish to use the following resources:

- local-authority-maintained schools: [consistent financial reporting framework: capital expenditure](#)
- academies: capital expenditure is defined in the [academies handbook](#) as: "capital assets or funding are those from which an entity expects to derive benefit for more than one year: typically land, buildings, vehicles and information technology. They are usually called fixed assets."

Small purchases should not be capitalised. Your school or trust should determine an appropriate (de minimis) value, below which transactions should be charged to revenue.

## Accountability

You are accountable for how you use the PE and sport premium funding allocated to you. The funding must be spent for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered.

As part of their role, governors and academy trustees should monitor:

- how the funding is being spent
- how it fits into school improvement plans
- the impact it is having on pupils

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

## Online reporting

You must publish details of how you spend your PE and sport premium funding by 31 July 2023 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 or will be spent before the end of the academic year
- 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 must also publish the percentage of pupils within your year 6 cohort in the 2022 to 2023 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. DfE will look at a selection of schools' online reports to confirm that use of the PE and sport premium described in the report meets the requirements outlined within this guidance and the [conditions of grant](#) document.

Where concerns or discrepancies are identified the department will make contact with the school to address and investigate these fully. In the event that any concerns are confirmed, appropriate and proportionate action will be taken against the school, which may include action to recover funding from the school.

## **Payment dates for 2022 to 2023**

### **Maintained schools, including PRUs 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 31 October 2022
- 5/12 of your funding allocation on 28 April 2023

If you are a new maintained school or if you are teaching eligible pupils for the first time in the 2022 to 2023 academic year, local authorities receive:

- 7/12 of your funding allocation on 27 February 2023
- 5/12 of your funding allocation on 28 April 2023

### **Academies, free schools and CTCs**

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

- 7/12 of your funding allocation on 8 November 2022
- 5/12 of your funding allocation on 2 May 2023

If you are a new academy (includes a free school) or CTC, or if you are teaching eligible pupils for the first time in the 2022 to 2023 academic year, you receive:

- 7/12 of your total funding allocation on 28 April 2023
- 5/12 of your total funding allocation on 2 May 2023

### **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 8 November 2022
- 5/12 of your funding with the first payment you have scheduled with us after 3 May 2023