

# 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**

**Hunsbury Park Primary School**

**HEAD TEACHER**

**Mr D York**

**PE COORDINATOR**

**Miss S Fitzpatrick**

## 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.

## HPPS INTENT:

The intent is to provide children with additional opportunities to be successful, achieving their Personal Best (PB) by building upon prior skills and setting individual/group challenges to develop their fundamental physical skills, using the funding to provide ever continuous opportunities for development. HPPS promote broader participation in PE and sporting activities and provide opportunities for children to partake in competitive sporting events, internally and externally. This will equip children with the essential behaviours, physical skills, emotional ability and knowledge to prepare them for their future and support their development in life beyond school.

## FUNDING OBJECTIVES

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

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

- develop or add to the PE, physical activity and sport that your school provides
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Provide opportunities for children to have a wider range of sporting experiences and WOW experiences that support greater awareness of the positive impact of active sporting participation.
- To promote a love of sport by encouraging an active lifestyle, ensuring sport is promoted to develop and enhance personal well-being.

## 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?
<p><b>1. Engagement of all pupils in regular physical activity</b></p>	<p><b>Key ACHIEVEMENTS</b> Through strategic planning it has been critical that we have targeted active participation in a range of sporting activities in normally unstructured periods such as break times. This has been particularly meaningful given the impact of COVID on pupil interaction (i.e. the use of year group bubbles). A particular highlight has been the termly active days with a range of activities being delivered across the school by dedicated staff. Another important achievement was the delivery of the school's first 'sporty holiday club' during the summer term – 7.5% of the school population attended.</p> <p><b>Impact on PARTICIPATION</b> Targeted activities have enabled and supported high 'take up' / participation rates; on average 91% of pupils were regularly involved in a sporting activity.</p> <p><b>Impact on ATTAINMENT</b> Due to COVID restrictions any metric would be unreliable and therefore challenge the validity of any outcome. However, it is worth noting that there has been a significant improvement in behaviour data, more specifically during break and lunch periods.</p>	<ul style="list-style-type: none"> <li>• Structure of break and lunch times to support targeted physical activities including at least 2 specialist sessions each week.</li> <li>• Continued development and promotion of 'sporty holiday clubs'.</li> <li>• Ongoing monitoring of impact on pupil behaviour.</li> <li>• Establish links between physical participation and pupils progress (consider pupils starting points).</li> </ul>
<p><b>2. Profile of PE and sport is raised across the school as a tool for whole-school improvement</b></p>	<p><b>Key ACHIEVEMENTS</b> Supported by the introduction of 'House Teams', PE and sport has been used as an active strategy to both increase engagement and profile towards a shared goal. Given the constraints of intra school competition, this enabled pupils to contribute towards a shared goal, whilst also encouraging involvement of all pupils. Sporting leadership was able to take place across specific year groups, with a particular highlight being, the peer support during rock climbing sessions – pupils were able to encourage, support and lead their peers. Another notable achievement was the regular whole school headteacher led sessions via 'zoom', although the purpose of these sessions was to create an excitement around being physically active, it also created a sense of whole school community, given the restrictions in place that was especially pleasing.</p> <p><b>Impact on PARTICIPATION</b> PE has become an embedded aspect of school life, with participation / engagement being at the heart of any activity. Given the limited sporting experiences within the current climate, our focus has been to provide opportunities for all – with an exit strategy of signposting pupils to participation outside of school life when possible.</p>	<ul style="list-style-type: none"> <li>• Introduction of externally sourced qualifications.</li> <li>• Continuation of 'House Teams'.</li> <li>• Physical activity to be more regularly recorded.</li> </ul>
	<p><b>Key ACHIEVEMENTS</b> Despite the difficulties presented when delivering high quality professional development, we have been able to successfully deliver 'REAL PE' training to all teachers. This formed part</p>	<ul style="list-style-type: none"> <li>• To continue to support the delivery of 'REAL PE'.</li> </ul>

<p><b>3. Increase confidence and skills of staff in teaching PE and Sport</b></p>	<p>of a parallel approach of both teachers and specialist coaches working in collaboration to support the delivery of highly developed PE lessons, specifically around skills-based activities.</p> <p>Impact on <b>PARTICIPATION</b> Through the delivery of CPD, mentoring and monitoring, the quality of PE lessons has improved – this could be attributed to a greater confidence amongst staff and the active role of the subject lead (who supported all staff). Specialist staff helped to provide a wider breadth of differentiated activities that supported pupil participation.</p>	<ul style="list-style-type: none"> <li>• To source the delivery of ongoing CPD for teachers.</li> <li>• To increase the number of highly skilled external coaches working with pupils and staff.</li> </ul>
<p><b>4. Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Key <b>ACHIEVEMENTS</b> Due to the restrictions in place, providing externally sourced activities proved a challenge, however, we committed to providing a broad range of activities across the summer term. The result of this is that 100% of pupils were able to participate in at least 1 new sport – which we feel was a significant achievement. To support the summer offer, extra-curricular provision was delivered by all teachers and 1 external specialist coach throughout the summer period – participation was high across each of the year groups (this was supported by motivational assemblies).</p> <p>Impact on <b>PARTICIPATION</b> Although analysis across the whole year would be meaningless; participation in broader and new activities in the summer term included all pupils. These was backed up by approximately 75%-80% participation in an extra-curricular activity.</p>	<ul style="list-style-type: none"> <li>• To create established links with other local schools and sports clubs – this has been significantly affected by COVID-19 and therefore re-establishing these links will be a priority.</li> <li>• Extra-curricular activities provided by both school staff and specialist coaches throughout the year.</li> <li>• Build on the positive impact of sporting opportunities this year e.g., rock climbing.</li> </ul>
<p><b>5. Increased participation in competitive sport</b></p>	<p>Key <b>ACHIEVEMENTS</b> It has to be acknowledged that participation in sporting competition has been difficult this year and as a result our focus has centred on creating sustainable sporting opportunities, that will then feed into competition next year. We have begun to successfully raise the profile of PE and sport for both staff and pupils – it is this culture that will support greater participation in the future. We have however, participated in several Northamptonshire sports virtual competitions – which we then adapted to support inter school competition across our school teams,</p> <p>Impact on <b>PARTICIPATION</b> Participation took place across all year groups, we featured motivation ‘Team captain videos’, virtual ‘dash round assemblies’ and award presentations virtually.</p>	<ul style="list-style-type: none"> <li>• HPPS pupils will have the opportunity to participate in regular competitions throughout the next year – staff provide these experiences that pupils have not been able to participate in.</li> <li>• Our ‘House teams’ will remain in place next year and will form part of an intra school competition calendar that both support and encourages active participation in competition.</li> </ul>

- 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			79.59%	N/A
Use a range of strokes effectively; front crawl, backstroke and breaststroke			79.59%	N/A
Perform safe self-rescue in different water-based situations			79.59%	N/A
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	N/A

## PE & SCHOOL SPORT DEVELOPMENT PLAN

<b>2019/2020 Underspend</b> ✓ Section below must be completed any 2019/2020 funding is being carried forward ✓ Must be spent by 31 <sup>st</sup> March 2021		<b>SUB TOTAL</b>	<b>£750</b>
<b>2020/2021 Funding</b> ✓ Must be allocated and spent by 31 <sup>st</sup> July 2021	<b>£16,000 + £10 per pupil (Year 1 – Year 6)</b>	<b>SUB TOTAL</b>	<b>£18,890</b>
		<b>GRAND TOTAL</b>	<b>£</b>

<b>Key outcome indicator 1:</b> Engagement of all pupils in regular physical activity	<b>Planned Expenditure:</b> <b>% of total allocation:</b>		<b>Actual expenditure:</b> <b>% of total allocation:</b>	12,650.00
<b>Key outcome indicator 2:</b> Profile of PE and sport is raised across the school as a tool for whole-school improvement	<b>Planned Expenditure:</b> <b>% of total allocation:</b>		<b>Actual expenditure:</b> <b>% of total allocation:</b>	740.00
<b>Key outcome indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	<b>Planned Expenditure:</b> <b>% of total allocation:</b>		<b>Actual expenditure:</b> <b>% of total allocation:</b>	1600.00
<b>Key outcome indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	<b>Planned Expenditure:</b> <b>% of total allocation:</b>		<b>Actual expenditure:</b> <b>% of total allocation:</b>	£3750.00
<b>Key outcome indicator 5:</b> Increased participation in competitive sport	<b>Planned Expenditure:</b> <b>% of total allocation:</b>		<b>Actual expenditure:</b> <b>% of total allocation:</b>	150.00

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

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

INTENT		IMPLEMENTATION		IMPACT	
<b>Objective/intended impact</b> <i>What do you want to achieve?</i>	<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 2021/2022?</i>
To provide a broader and more extensive extra-curricular programme that all pupils can access.	To organise varied sporting opportunities through experienced coaches, providing lunch time and after school clubs that allow children further opportunities to enjoy sports and further develop their skills.	£750	£750	Year 3, 4, 5 and Year 6 have benefitted from lunch time coaching sessions of dodgeball with Sports coach (Term 1, 2, 5 and 6). Year 4 afterschool multi sports club with Sports coach (Term 6).	To continue the delivery of extra-curricular through specialist coaches - Phase 1, 2 & 3 and after school clubs – to be timetabled providing a range of sports activities. Two sports coaches to further develop and provide additional opportunities.

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

INTENT		IMPLEMENTATION		IMPACT	
<b>Objective/intended impact</b> <i>What do you want to achieve?</i>	<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 2021/2022?</i>
Children to participate on average in 2-hours of	Timetabling has been led by the DHT to ensure that all classes				Needs to be monitored.

<p>directed physical activity each week</p>	<p>have access to the available space to receive their PE entitlement. One hour will be delivered by a specialist coach focussing on sports lessons and competitive situations (school budget) and the additional hour (delivered by teachers) is focussed on skill acquisition – REAL PE. In response to the impact of COVID-19, we took the decision to include Outdoor Adventitious Activity (OAA) through our Forest School provision to increase the opportunity for pupils to be physically active.</p>	<p>£500</p>	<p>£650</p>	<p>All Year groups receive 2 hours of PE and sports weekly. Year 3 and Year 5 combine this with Forest school.</p>	<p>Timetabled into weekly curriculum – need to consider the provision of Forest School and how this affects the sports time allocated on the timetable. Consider the timetable of Phase 3 swimming sessions and how this effects the timetable and allocation of PE.</p> <p>Subject leader to monitor and consider timetabling.</p> <p>Assessment of skills, monitor and assess for staff to keep up-skilled.</p> <p>Real PE subscription needs renewed on 31<sup>st</sup> August 2021.</p> <p>New staff to be REAL PE trained, consider using Twilight training sessions.</p>
<p>Children engage in physical activity at break and lunchtimes.</p>	<p>Lunch time activities will be delivered 3 days a week throughout the school year with focusses that directly link to timetabled learning. Sports coach provides a range of sporting activities every lunch time, timetabled to encourage participation in a range of sports to further develop skills and allow opportunities for</p>	<p>£1000</p>	<p>£800</p>	<p>The lunchtime activities have been planned and delivered reflecting curriculum learning. The number of impacted pupils has been less than originally intended due to ‘bubble’ restrictions; however, this has enabled opportunities to include intra school competition. Year 3, Year 4 and Year 6.</p>	<p>Continued sports coaches during lunch times to provide additional activities.</p> <p>Training for lunch time supervisors to upskill their engagement and leading of activities on the playground.</p> <p>Run the Real Leaders training for Year 5/6 children during Term 1/2 so they can deliver and lead quality</p>

<p>To establish catch up programmes for identified pupils directly impacted by missed education due to COVID-19.</p>	<p>engagement and fun experiences across all KS2 year groups.</p> <p>Curriculum and recovery planning have been developed to support pupils missed learning. Through ongoing sporting events, pupils will have opportunities to access increased sporting opportunities; sport will continue to have a strong focus across the school. Even though there are limitations with COVID restrictions, planning aim to support participation in intra/inter sports games has been devised, as well as ensuring the curriculum follows the Northamptonshire Sport yearly participation calendar.</p>			<p>Consistent curriculum delivery (both in school and virtually) has enabled pupils to continue to be enthused by PE. Through in school monitoring, it has been recognised that participation and engagement has been good across the school.</p> <p>Limited opportunities have existed for inter school competition via Northamptonshire sport. Participated in virtual competitions and festivals during Covid Lockdown as well as setting REAL PE sports challenges for home learning.</p> <p>Active mile has not occurred this year due to timetable limitations and shortened school day, due to covid restrictions.</p>	<p>lunch time activities and support during sports clubs.</p> <p>Consider 1 day competition a week - Friday competition day as internal way of promoting competitive experiences. Focus on sports activities being lead with the terms sports focus.</p> <p>Identify gaps in learning and monitor curriculum delivery. Teachers, sports coaches and PE Lead to identify those child who require additional physical activities to benefit their health, fitness and mental well-being.</p> <p>PE Lead to establish an appropriate time – consider the timetable and</p>
<p>To provide an opportunity to and encourage participation in an active</p>	<p>Promote daily physical activity by offering HPPS version of</p>				

<p>mile (weather/pandemic dependent) to increase daily physical activity.</p>	<p>Active Mile. Labelled 'Learning Laps.' Each lap is 0.2km – children to complete as many laps as they can in the time provided, offering opportunities to achieve PB (Terms 2 &amp; 3).</p>				<p>prior/post school times of day if needed.</p>
<p>To enable and facilitate pupils to freely participate in regular exercise.</p>	<p>Given the restrictions imposed due to COVID-19, we recognised the need to enable pupils to access gym equipment freely in an outdoor space. Although not in our initial plan, we have bought a range of outdoor gym equipment that pupils are able to access during curriculum and non-curriculum times (break and lunch times).</p>	<p>£0.00</p>	<p>£11,200</p>	<p>T</p> <p>This measure has had significant impact on all pupils; within the current context the outdoor gym equipment has enabled pupils to be more physically active in a safe way. The use and uptake of the equipment is high and through 'pupil voice' the feedback has been extremely encouraging; parents have also commented (Class Dojo) on the positive reaction to the new equipment.</p>	<p>Outdoor equipment installed and in regular use on the playground. Accessible by all students during their free time. Ensure the equipment is maintained and safety checked regularly.</p> <p>Resurface MUGA – safer playground area. Retractable or remove basketball nets so netball posts etc can be used in the area.</p> <p>A possible new option to encourage pupils to be more active on the playground or to be used indoors. Investigate - <a href="https://www.activall.co.uk/primary-school/">https://www.activall.co.uk/primary-school/</a></p> <p>ActivAll Interactive Board</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 <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>
<p>To continue to raise the profile of sport in school</p> <p>Raise awareness of how important sport is on our mental health and well being.</p>	<p>Purchase trophies, certificates and medals to celebrate sporting achievements in whole school assemblies (virtual). To raise the profile, termly awards from each year group will be awarded focusing on the REAL PE Cogs for learning (Social; Personal; Creative; Cognitive; Applying Physical; Health &amp; Fitness) to promote how PE skills can be cross curricular linked to whole child development.</p> <p>Use of new RSHE to emphasise the importance of sporting activity on our mental health and well being. Take part in National Fitness day, participating in whole school physical activities (virtually), highlighting the importance of sport on our mental health and well being. Have termly, whole school physical activity sessions, led by SLT to promote the importance of physical activity.</p>	£100	£200	<p>We have ensured through the consistent delivery of REAL PE that pupils experiences of participation have positive and engaging – pupils’ accomplishments within lessons are recognised and celebrated. This has directly linked the whole school house point system.</p>	<p>To be continued.</p> <p>More Phase and Whole school celebration time. Promote all engagement in sports from internal \PE lessons, additional activities to links with sports clubs and community groups via the school Class Dojo platform and the school website.</p> <p>The school Games Mark has been suspended – aim to achieve an accreditation via Northamptonshire Sport, as majority of the requirements for Bronze &amp; Silver Award are being regularly met – internally. PSHE and PE lessons -PE lead monitor curriculum.</p> <p>Ensure key sports dates are added and promoted on the school calendar and information is shared with class teachers. Highlight awareness and organise school celebration days during key events/dates. Example of some Key dates - Sports Relief, Rugby-Six Nations, National Fitness Day – May 7, 2022, 18-24 June 2022 - National School Sport</p>

<p>To ensure that all sporting achievements are recognised.</p>	<p>Sporting achievement celebrated in whole school newsletters and posted on Dojo, school communication platform.</p>			<p>Regular communication has taken place via class dojo. Class teachers have been encouraged to highlight both individual and collective sporting achievements.</p>	<p>Week will return next year from 18-24 June 2022.</p> <p>Weekly Phase assembly and whole school twice every half term. Promote on Class Dojo and website.</p>
<p>Encourage the uptake of sporting activities throughout the year.</p>	<p>Using other children who have achieved sporting success in and out of school as role models – sports captains for each house and Sport Ambassadors awards.</p>	<p>£500</p>	<p>£540</p>	<p>Local sporting facilities are promoted by the school and parents/carers are directed towards out of school sporting activities – links with Goals, Cobblers, etc. This has now been extended to hosting a sports summer club at HPPS.</p>	<p>Linked through extra curricular/sports clubs. Clubs run internally and create and continue to develop links with sporting communities.</p> <p>Rock Climbing at Pinnacle centre – continued. After school club targeted for those who show an aptitude (review from June 2021 experience days) and offered for new experiences to children.</p>

**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>
To support increased confidence, knowledge and skills of all staff in teaching PE and sport.	<p>Carry out a sports confidence questionnaire. Through effective and supportive ongoing CPD, staff knowledge and confidence will increase in supporting the delivery of PE lessons.</p> <p>Team teaching and modelling will also be used to help support both staff confidence and pupil engagement.</p> <p>As a bi product of the above point the profile of PE across the school will increase ensuring further opportunities are promoted to engage in sports clubs and activities.</p>	£1500	£1500	<p>A sports confidence questionnaire has been completed by staff, the results indicated that prior to training understanding was limited and further support and training was required.</p> <p>All teaching staff engaged in REAL PE (Jasmine) during whole school training day, the impact has been good as teachers report and observations should a consistent approach to delivering the REAL PE curriculum.</p>	<p>PE Lead to monitor- specialist coaches to deliver twilight sessions. Assessment of skills, monitor and assess for staff to keep up-skilled.</p> <p>Real PE subscription needs renewed on 31<sup>st</sup> August 2021 which provide guidance and video training sessions.</p> <p>New staff to be REAL PE trained, consider using Twilight training sessions and sport specific training.</p>
Develop the role of the PE subject leader and ensure they are equipped to support other staff to confidently deliver an inspiring, enriching curriculum.	<p>Monitoring of PE Coverage</p> <p>CPD provided for the role of the subject leader in order to support other staff.</p> <p>Release time to organise and run in house (intra) sports activities and competitions.</p>	£100	£100	Subject leader has attended a range of Northamptonshire Sport and REAL PE subject leader training sessions (virtually). Evidenced and documented on PE & Sports Padlet.	<p>PE Lead to complete leadership training – virtually and via Northamptonshire Sport. Book onto Sports Conference sessions (if restarted) and disseminate information. New PE Lead should book onto 2 day REAL PE training course.</p> <p>Support of SLT to ensure PE Lead and staff are given time to cover</p>

	Non-contact time to monitor provision across the school and to listen to pupil voice in order to continue to develop provision.			Pupil voice – school council proposed to HT that outdoor gym equipment would be beneficial, and this has had a positive impact on engagement of participation in physical activity.	<p>lessons to ensure time is available for training.</p> <p>Subject Lead and new 2 Sports coaches more active role – coaching, shadowing and team teaching staff after questionnaire and assessment of staff skill levels are completed. – more active role supporting teacher through teaching of PE.</p>
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#### Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils					
INTENT		IMPLEMENTATION		IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i>
For pupils to access a broader experience through a range of sports and activities.	Through an immersive and diverse curriculum, children are exposed to a wide variety of different inclusive sports throughout the year within lessons. This will be achieved by creating/developing and continually reviewing the PE & Sports curriculum overview that provides these opportunities whilst ensuring the resources available are fit for purpose and there is enough equipment to	£2000	£3250	<p>By consistently reviewing the PE curriculum offer, we have been able to incorporate bespoke opportunities for pupils to participate in a range of activities such as experience days to the Pinnacle Climbing centre (Year 4-6). Inflatable obstacle courses and mazes (Year R-3).</p> <p>The rationale behind creating these sporting experiences, centres on exposing / signposting pupils to different sporting</p>	<p>Experience clubs – etc. Continue with the link to the Pinnacle Climbing Centre and book after school slots for selected pupils.</p> <p>Create opportunities for the White Water Rafting centre and investigation further wow experiences.</p> <p>Links to local sports clubs: Goals, Cobblers, Steelbacks, Saints,</p>

<p>To increase pupil participation in a range of inclusive activities.</p>	<p>successfully participate in the defined sports activities.</p> <p>Expansion of Extra- curricular Clubs. Clear expectations set out for the delivery of extra-curricular, including the use of external coaches. All pupils will be able to access extra-curricular activities. Specified children may be invited to increase activity and maintain an active lifestyle.</p>	<p>£500</p>	<p>£500</p>	<p>activities that pupils may want to participate in competitively.</p> <p>Clubs run in Summer Term and sports summer club.</p>	<p>Chance to Shine, Summer Multi Sports opportunities.</p> <p>Create links with Local Secondary schools for wheelchair basketball, boccia, goalball etc.</p>
<p>External coaches and teachers deliver a range of sporting clubs/ activities</p>	<p>Create links with The Saints (rugby), The Cobblers (football), The Steelbacks and Chance to Shine (cricket) to provide enhanced provision across KS2 children.</p> <p>To provide links to a local sports club and to sign post children to join community clubs to take part in sport outside of the school environment beyond the school day. During the pandemic, provide/signpost children to use REAL PE Jasmine platform, Youth Sports Trust (YST) virtual activities and</p>			<p>Not achieved this Year due to restrictions.</p> <p>Local sporting facilities are promoted by the school and parents/carers are directed towards out of school sporting activities – links with Goals, Cobblers, etc. This has now been extended to hosting a sports summer club at HPPS.</p>	<p>Links to local sports clubs: Goals, Cobblers, Steelbacks, Saints, Chance to Shine, Summer Multi Sports opportunities.</p>

	<p>participate in other virtual activities to encourage further engagement in physical activities.</p> <p>Offer one off experience sessions for selected children - Rock climbing (Pinnacle climbing centre), swimming (Danes Camp), White Water rafting (Northampton Active), wheelchair basketball</p>			<p>Pinnacle Climbing centre (Year 4-6). Inflatable obstacle courses and mazes (Year R-3).</p> <p>Positive impact and enthusiasm for children to engage with these activities outside of school.</p>	
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#### Key outcome indicator 5: Increased participation in competitive sport

Key outcome indicator 5: Increased participation in competitive 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>
Increased participation in competitive sport.	<p>Enter and arrange transport (school minibus) for Cluster and Town competitions (once games are scheduled gain), in the meantime take part in the virtual competitions as shared by NSSP.</p> <p>Northamptonshire SSP Offer</p> <p>Increase participation in competitive sport between schools (when rescheduled).</p> <p>Enhance personal development through competitive sport</p>	£500		Not achieved – focused on PB achievements during PE & Sports lessons.	<p>Follow the Northamptonshire sport timetable but introduce links with local schools for friendly competitions across the range of sports.</p> <p>As previous create a weekly in-house competition day – to ensure opportunities are provided for children – using sports coaches to lead and deliver these sessions.</p>

	<p>learning the skills for teamwork, respect and following sports/games/competitive rules.</p> <p>Develop a termly (single sport focus) intra school competition using the whole school 'house teams' – to award additional 'house points,' promoting and promoting whole school sports ethos.</p> <p>By developing a broader curriculum and accessing a wider range of sports, different competitive games can be delivered via extra-curricular clubs.</p>	£150	£150	<p>House points used as a strategy to encourage participation to a shared outcome – House Teams received half termly rewards based on the 'winning house'. Feedback from both parents and pupils was extremely positive.</p>	
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### Accountability

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

<b>Completed by:</b>	Mr D York and Miss S Fitzpatrick				
<b>Document updated</b>	23.11.20	21.01.21	09.06.21	14.07.21	01.08.21

## 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>