

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

2022/23

Commissioned by



Department
for Education



Created by



Additions by:



Additions by:



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences



your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	63%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	53%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	63%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	We have used this in year 6

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.



Academic Year: 2022/23		Total fund: £17,790		Date Updated: 19/07/23		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 76%	
Intent	Implementation		Impact			
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities	1. A Focus on Outdoor Opportunities <ul style="list-style-type: none"> We will identify programmes / CPD and resources to support active learning across whole school with a particular focus on outdoor learning Engage Paula Bolton to deliver Forest School sessions We will provide support for the teaching of outdoor activities in line with the new OAA scheme of work from Primary PE Planning (PPP) and Val Sabin. The PE Curriculum Map will be reviewed and developed in order to provide an extensive outdoor learning programme for September 2022 (See Indicator 3 below) Look to engage Martin Smith from GAT to provide additional outdoor learning activities staff can use to get children active 		£660.00	Evidence <ul style="list-style-type: none"> External providers engaged: mintridge, love to dance and unmatched coaching. Increased outdoor opportunities being prioritised: orienteering event attended, forest school with Paula Bolton and x2 TAs training as forest school educators. All programmes in place and children engaging on a regular basis 30 Minutes a Day baseline data 30 minutes a day data is improving Timetable Active Playground programme in place Use new Class Physical Activity Participation Record resource from Allison Consultancy: percentage of children participating in regular activity outside of school is improving. 		Sustainability and suggested next steps: Primary PE, a system proven to be effective in planning Physical Education (PE), is scheduled for renewal for the upcoming academic year. This planning framework has demonstrated particular benefits for new staff members or those who have not taught PE in a while. Each class is to timetable the mile at least once a week (on a day where they don't

	<p>2. Engage Sports Coaches to extend physical activity opportunities</p> <ul style="list-style-type: none"> Engage coaches to further develop healthy, physical activity opportunities. Provide additional healthy, physical activity opportunities outside of the curriculum time. Unmatched Coaching- to lead sessions with specific groups of children and up-skill them. Engaging less active pupils and monitoring attendance of sports clubs. 7 x weekly sessions & £45 per session x 38 weeks This is 1 x weekly session for after school clubs plus 6 x weekly sessions supporting staff teaching on the PE Curriculum <p>3. 30 Minutes a Day</p> <ul style="list-style-type: none"> Use the 30 Minutes a Day e-Tracker from Allison consultancy in Autumn Term to establish 30 Minutes a Day baseline of provision Allison Consultancy to train PE Lead on new resource All staff to complete tracker 3 times per year (Terms 1, 3 and 5), to evidence progress Pre-populate class templates to support staff Look at whole-school support for this from Allison Consultancy Target and support any children not achieving 30 Minutes – use registers PE Lead, supported by Allison Consultancy to continue to share ideas, resources and opportunities to support staff to achieve 30 minutes a day activity for their children every day <p>To further support 30 Minutes a Day:</p> <p>4. Targeting non-engagement</p> <ul style="list-style-type: none"> Use new Class Physical Activity Participation Record resource from Allison Consultancy for all staff to keep track of those children who are engaging and importantly those who are not Identify children who do not engage in any in-school extra-curricular, or outside of school, physical activity / sporting opportunities PE Lead to access this data and staff can look to work 	<p>Mintridge foundation: £2,665.00</p> <p>Unmatched Coaching £3,510.00</p>	<ul style="list-style-type: none"> Extended Extra-Curricular Sport and Physical Activity Programme PE, School Sport and Physical Activity (PESSPA) noticeboard updated Equipment purchased <p>Impact / Outcomes for Staff:</p> <ul style="list-style-type: none"> Staff trained and supported to lead sessions at lunchtime: x1 TA trained to lead playleaders Staff awareness raised of Government 30 Minutes a Day target Staff trained up on how to use 30 Minute a Day eTracker and how to implement new resources and programmes <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with physical activity opportunities. Data shows this is improving. Increased number of children participating in, and enjoying, school clubs. Children are confident when discussing a healthy lifestyle and take responsibility for theirs. Children developing leadership and team-building skills Children in Nursery-Year 6 follow the 5 a day scheme- added to timetables. Increase participation of non-active 	<p>have PE) to increase active minutes during the week.</p> <p>To gauge its impact and identify areas of development, staff questionnaires will be distributed in September once all staff have settled into their roles. Additionally, learning walks will be conducted during the Autumn term to further assess and highlight any areas that require attention.</p> <p>Towards the end of each term, a comprehensive equipment audit will take place. This proactive measure ensures that the necessary and appropriate equipment is available when needed in the following two terms. This way, the PE programme can run smoothly and efficiently.</p> <p>5 a day to be added to the timetable on days where no activity is already timetabled.</p> <p>HLA to engage with Northampton Saints to provide after school clubs and experiences to</p>
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	<p>with children not engaging to identify barriers and look at solutions to overcome them</p> <ul style="list-style-type: none"> • Capture pupil and staff voice in to identify strengths, barriers to engagement of children and target solutions <p>5. 'On-Track' Programme</p> <ul style="list-style-type: none"> • PE Lead to timetable the use of the outdoor track so that all classes can access it for 'On-Track' activity • Strategically timetable the use so as not to co-inside with days that class has PE • This way the activity can be included on the 30 Minute a Day eTracker and help the children to achieve the 30 minute a day target on a day when they don't have PE • Children complete as many laps as they can in a given time e.g. 10 minutes • Children keep their own scores • Children can walk, run, hop, skip etc but should be encouraged to push themselves and to not stop moving for the whole time period • Be the best- children to keep a record of their own scores and try to beat them each time. • Can even have a class score that class try to beat • Look at Inter-class competition <p>6. Playground Dance</p> <ul style="list-style-type: none"> • Weekly lunchtime and after-school programme for whole academic year involving time-tabled classes taking part in outdoor dance classes in the playgrounds. – Provided by MAD2PERFORM • As they are time-tabled this will allow this time to count towards the 30 Minutes a Day Class totals <p>7. Children to be able to access five a day</p> <ul style="list-style-type: none"> • Develop the programme in place across the school and track progress form Nursery- Year 2 only. <p>8. Active Playgrounds</p> <ul style="list-style-type: none"> • Allison Consultancy to provide Active Playground Training to promote new activity opportunities at lunch-times 	<p>£2,478.00</p>	<p>pupils.</p> <ul style="list-style-type: none"> • Increased fitness levels for all, but with a particular focus on the less active pupil <p>See Impact and Evidence above</p> <p>See Impact and Evidence above</p>	<p>increase sports participation and enjoyment.</p> <p>The goal of these measures is to maintain the high standards of PE planning and execution, making it a valuable resource for the school's staff and ensuring an enriching experience for students.</p>
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	<ul style="list-style-type: none"> • Provide training for cohort of young leaders • Training also for LTS and Active Playground co-ordinator <p>9. Look at free resources to support Healthy Active Engagement Programmes</p> <ul style="list-style-type: none"> • PE Lead to look at and share additional resources / programmes including Go Noodle and Super Movers to keep activity levels up and to promote the importance of a healthy lifestyle and for children to develop a positive self image. <p>10. Raise awareness of opportunities available</p> <ul style="list-style-type: none"> • Display available clubs on PE board and develop additional clubs so that KS1 and KS2 have physical activity opportunities throughout the year <p>11. Playground repairs</p> <ul style="list-style-type: none"> • Trim trail needed repairs to be used safely. This was essential work to give students a variety of healthy and active activities to do during breaks. 	£4,162.65	See Impact and Evidence above	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: See other indicators
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity

1. Strategic approach with focus on Active Well-being

Work with Allison Consultancy to ensure a strategic approach to planning and provision, to include:

- Ensuring the 2022-23 plans continue to support and drive forward the achievement of whole-school priorities
- Developing the PE Curriculum Journey Booklet as developed by Kingswood Primary Academy in partnership with Allison Consultancy
- Ensuring the PE Intent Statement supports and links to the whole-school Intent statement e.g. mental health and well-being, and healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating
- Ensuring links to and the embedding of Skills Builder
- Review and develop PE Curriculum Journey to ensure enough time for children to engage fully in OAA and experience OAA challenges and problem-solving situations both individually and within a team to learn how to evaluate and recognise their own success
- Engage Martin Smith to provide additional training and support for OAA and outdoor learning across the academy
- Develop links in PSHE with the Skills Builder programme including Teamwork, Staying Positive and Problem Solving.
- This is to help to embed whole school aims through opportunities for children to compete in PE and sport to build character and to embed values such as fairness and respect.
- PE Lead to continue to raise profile of PE and the whole-school benefits – parent leaflets / staff meetings / newsletters

2. 5 a day scheme

- Develop scheme from Nursery-Year 2 so it extends to include all year groups up to Year 6.

3. Competitive Opportunities

Evidence and Impact

Also see statements in Section 5 below, but these would include:

- Competition opportunities developed Participation is sporting events: athletics, orienteering, football. PE units end with competitive matches.
- Celebration Assemblies celebrate sporting events outside of school.
- Sense of health and well-being improved
- Children bringing in healthier snack options
- Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children
- Key Strategic Actions identified that will have the greatest, most sustainable outcomes
- 30 Minute strategies in place and enhanced engagement in lessons
- Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour
- Increased understanding of the benefits of exercise for health
- Children take part in OAA challenges both individually and within a team to learn how to evaluate and recognise their own success
- Enhanced personal, social, team-building and leadership skills through experiences of competition (See Indicator 5 below)

Ensure that the plans for the academic year 2023-24 continue to support and drive forward the achievement of whole-school priorities. Develop competitive opportunities for children of all abilities to support the development of the whole child. Further develop internal competitive opportunities to enhance the PE curriculum offer.

Liaise with Sport Coaching companies and providers to explore how physical activity can help support the achievement of goals within their programme, e.g. Survival and First-Aid. Purchase additional training and resources to support the further development and delivery of our 30 Minutes a Day programme.

Capture pupil and staff voice to identify the amount of physical activity children are doing in PE lessons and the perceived impact on personal development. Target the areas for development from the pupil and staff voice.

Continue to develop play leaders program. Include question on this in the pupil voice to gain feedback from students to further enhance offer.

	<ul style="list-style-type: none"> • Further develop competitive opportunities against self and others to develop range of personal and social skills • This would involve developing competitive opportunities for children of all abilities to support the development of the whole child • Further develop internal competitive opportunities to enhance the PE curriculum offer (See Indicator 5 below) • Unmatched Coaching to provide competitive opportunities • See Section 5 below <p>4. Team-Building and Leadership Opportunities</p> <ul style="list-style-type: none"> • Allison Consultancy to provide leadership and team-building opportunities for our children • This would include the Active Playground / Young Leader and Team-Building opportunities included in Indicator 1 above 	Unmatched Coaching costs in Indicator 1 above	See Evidence and impact statements in Section 5 below	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 29%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</p>	<p>Staff CPD Programme</p> <p>1. Identify and plan to meet staff CPD needs</p> <ul style="list-style-type: none"> • Use Staff 'CPD' Voice from Allison Consultancy to re-audit and identify staff CPD needs • Key focus on any new staff • PE Learning Walks to help identify needs • PE Lead to arrange support and purchase resources to meet needs • Ensure that CPD that has taken place last year is cascaded to any new staff • Staff to complete audit to identify further CPD needs • PE Lead to use resources from Allison Consultancy for new audit of Staff PESSPA CPD needs • Based on outcomes of audit provide targeted support to meet identified need <p>2. GAT Membership Support Package</p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>3 x Central GAT PE Co-ordinator Network Development Days</p> <p>Support to include:</p>	<p>£2,400</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Staff Voice / Discussions with staff: staff are able to articulate clearly knowledge and understanding of the PE curriculum. • Learning walk information • Updates from PE Lead <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Identification of strengths and areas of staff need with regards to training: training has been delivered termly based on staff needs. • Subsequent CPD bespoke to meet identified needs: taring delivered on STEP, move and think, gymnastics, games, OAA <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Children engaged in more effective, enhanced provision from upskilled staff • Increased PESSPA opportunities provided by staff <p>Evidence</p> <ul style="list-style-type: none"> • Membership purchased • Central Development Days attended • QA Day complete • QA RAG Result • Ofsted- PE Evidence Handbook 	<p>Ensure that CPD (Continuing Professional Development) undertaken this year is shared with new staff in the following year. This includes engaging with the GAT Membership package, which offers CPD opportunities.</p> <p>Identify the needs across the academy and provide tailored training and resources to address these specific needs. Professional learning will encompass whole-staff training, one-to-one support, work with the children, and assistance for LTS (Learning Support Team) on the Active Playgrounds program.</p> <p>Conduct paired PE Learning Walks to assess the implementation of the CPD strategies. Encourage broad staff involvement in future CPD to ensure that skills, knowledge, understanding, and resources remain within the academy, even in the event of key staff departures.</p> <p>Require staff to complete an audit to determine further CPD requirements. Utilize resources from Allison Consultancy / Microsoft Forms to conduct a new audit of Staff PESSPA (Physical Education, School Sport, and Physical Activity) CPD needs. Based on the audit results, provide targeted support to address the identified needs.</p> <p>Ensure that all planning documents from external providers supporting the delivery of PE are received and collaborate with staff to facilitate effective implementation.</p> <p>Monitor the impact of the CPD</p>
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	<ul style="list-style-type: none"> • Updates and guidance on latest national and Trust requirements with regards to COVID19 PESSPA Safe-Practice • This includes information from DfE, Youth Sport Trust, the national Association for PE (afPE), GAT and Allison Consultancy • Review of website and updating of PE & Sport Premium information required to meet Conditions of the Grant funding including spending of the Underspend from last year due to COVID19 • Sharing of best practice to support pupil well-being • PE and Sport Premium preparation for inspection: RAG Review and identification of key actions • Ofsted and DfE requirements in relation to PE and School Sport Premium • Review and update of PE & Sport Premium and PE Curriculum Sections of the website • Website compliancy review • Ofsted Evidence data pack • Data collection Resources for PE & Sport Premium • Review and development of PE Curriculum Map • PE Curriculum Journey Intent Statement • Linking PE Curriculum Intent Statement to whole-school curriculum intent • Quality Assurance of planning & delivery for PE • Safe-guarding • Health and Safety Updates • Sharing of best practice • PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff • Access to Sport Plan (12000 lesson plans) <p>2 x In-school days of support as part of GAT Membership + additional days of support from Allison Consultancy</p> <p>1 x Day (1) GAT PE QA Day</p> <ul style="list-style-type: none"> • This day is an integral part of on-going GAT Challenge and Support to raise standards and consistency for PE provision across all GAT Primary Academies 	<p>complete</p> <ul style="list-style-type: none"> • Bespoke training from Allison Consultancy taken place • Discussions with staff and children • 2022/23 PE & Sport Premium Plan reviewed and developed • Costed, 2022/23 PE and Sport Premium Plan in place using new national template developed by Allison Consultancy • All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete • PE Curriculum Journey reviewed and developed • New Long and Medium Term Plans in place (Primary PE Planning) • PE Learning Walks taken place • PE Learning Walk sheets • Staff Voice data • Primary PE Lead folders in place <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Quality Assurance of PE Intent, Implementation and Impact with key strengths and priorities for development identified • PE Lead has greater understanding of, and is better prepared for, a PE Deep Dive • PE sources and examples of evidence to use during a PE Deep Dive • Enhanced subject leadership • Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template • Clearer understanding of the updated National Outcome Indicators • A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children • New, enhanced Long and Medium Term Plans in place to support enhanced teaching and learning for staff and children in PE using new lesson plans – increased confidence, knowledge and understanding to plan and deliver more effective PE lessons that engage children • Staff upskilled to deliver enhanced provision in PE lessons <p>Impact / Outcomes for children:</p>	<p>through PE Learning Walks and gathering feedback from pupils and staff (Pupil + Staff Voice) with support from Allison Consultancy.</p> <p>Promote sustainability by investing in new resources that support staff learning and can be utilized year after year, such as equipment or additional schemes and units of work.</p> <p>Continue to develop staff knowledge and support them in adapting resources from PPP without the support of a sports coach.</p>
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	<p>1 x Day 2 () Deep Dive Support</p> <ul style="list-style-type: none"> Preparation for PE Deep Dive <p>3. Support from Allison Consultancy</p> <ul style="list-style-type: none"> Allison Consultancy to plan and deliver a strategic, comprehensive package of support for high quality PESSPA This includes the identification of needs across the academy and bespoke training and resources to meet identified need Work in partnership with the Executive Principal and the new PE Lead Professional learning will include whole-staff training, one-to-one support, work with the children and support for LTS on the Active Playgrounds programme Allison Consultancy to support the PE Lead to be able to provide internal PE CPD support for staff Carry out paired PE Learning Walks with support from Allison Consultancy Ensure that as many staff across the school are engaged in future CPD so that skills, knowledge, understanding and resources remain in the academy even if key staff leave Staff to complete audit to identify further CPD needs PE Lead to use resources from Allison Consultancy to complete new audit of Staff PESSPA CPD needs Based on outcomes of audit provide targeted support to meet identified need Ensure that all planning documents are received from external providers working alongside staff to support the delivery of PE PE Lead to monitor impact of the CPD – PE Learning Walks / Pupil and Staff Voice. Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work) 	<ul style="list-style-type: none"> Effective use of the funding leading to enhanced PESSPA provision and opportunities for children Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children Children learning through all areas of PE as required by the National Curriculum Children experience a wider range of exciting, less traditional activities both within and beyond the curriculum Children receive a broad and balanced offer that also promotes depth within learning, across their curriculum journey Children engaged in enhanced, more effective PE lessons Enhanced quality of learning Improved challenge and engagement across all pupils Enhanced pupil progression <p>Evidence</p> <ul style="list-style-type: none"> Training delivered Lesson Plans Learning walks Discussions with staff Equipment / resources purchased <p>Impact on staff :</p> <ul style="list-style-type: none"> Teachers using new lesson plans, video clips and resource cards – increased confidence, knowledge and understanding to deliver more effective PE lessons This has supported enhanced planning and delivery of PE lessons based on targeted needs of our children Sustainability: new schemes of work in place and can be used year on year Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity More effective planning skills including clearer differentiation within lessons <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons Improved quality in teaching, learning and assessment in PE for all children Increased pupil progress in PE 	
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	<ul style="list-style-type: none"> Look at new schemes of learning to support staff with their planning, delivery and implementation of the PE curriculum Research and then purchase new SoW – have gone with Primary PE Planning Planning and delivery to include the development of transferable skills that focus on physical, cognitive, personal and health threads With support from Allison consultancy, the PE Lead to monitor impact of the CPD through learning walks and Pupil + Staff Voice. <p>4. Engage Sports Coaching Company to work alongside and provide the following in-school support for staff</p> <ul style="list-style-type: none"> Ensure all DBS / Coaching Qualifications are in place Supervision of any first sessions to ensure all safe-practice and appropriate interaction with children in place On-going monitoring of practice by PE Lead (Learning Walks) Coach to work alongside teachers in PE lessons using new PPP SoW, supporting staff with the planning and delivery of high quality PE lessons Coach to carry out planning and inter-school/ cluster competitions. Coach to carryout extra curricular activities weekly, through lunch and after school. <p>5. Purchase equipment / resources to support Professional Development</p> <ul style="list-style-type: none"> Sustainability: purchase new equipment to support staff learning and delivery of the new PE Scheme of Work 	<p>£925 for two year subscription</p> <p>See costs in Indicator 1 (Unmatched Coaching)</p> <p>£1,786</p>	<ul style="list-style-type: none"> Pupils developing enhanced Fundamental movement skills Improved challenge and engagement for all pupils 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: See other indicators
Intent	Implementation	Impact		

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children</p>	<p>1. Pupil Voice - Targeting Non-Engagement</p> <ul style="list-style-type: none"> Complete student voice to identify interests and barriers to participation in activities Use new Class Physical Activity Participation Record resource from Allison Consultancy for all staff to keep track of those children who are engaging and importantly those who are not PE Lead to access this data and staff can look to work with children not engaging to identify barriers and look at solutions to overcome them PE Lead to co-ordinate this <p>2. Engage Sports Coaching Company to extend physical activity opportunities</p> <ul style="list-style-type: none"> On-going monitoring of practice by PE Lead (PE Learning Walks) Coaches to provide an increased range of activities on the playground at lunchtimes. Coaches will have a particular focus to engage children who would not normally get involved in PE sessions. Coaches to use classroom spaces (RAINBOW room) if wet to get children involved in activities relating to physical activity. <p>3. After school clubs- school</p> <ul style="list-style-type: none"> Support identified children (PP/ SEND) <p>4. Active Lunchtimes</p> <ul style="list-style-type: none"> Allison Consultancy to support the academy to further develop their Active Playgrounds programme Re-organise and provide equipment for outside storage 	<p>See Costs in Indicator 1 above</p> <p>See Costs in Indicator 1 above</p>	<p>Evidence</p> <ul style="list-style-type: none"> Coaches engaged Children engaging on a regular basis New equipment purchased and used – Widened range of healthy activity opportunities Extended Extra-Curricular Sport and Physical Activity Programme Participation Registers Increased number of children participating in school clubs PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys Use new Class Physical Activity Participation Record resource from Allison Consultancy <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities Increased number of children enjoying taking part in school clubs Children are accessing structured, active games during lunchtimes Equipment available to ensure children are able to access active lunchtimes. More children able to access equipment at lunch time and be involved in active lunches. 	<p>To enrich the PE curriculum and offer students diverse experiences, external providers will be engaged to extend physical activity opportunities. These offerings will encompass a range of activities, allowing students to explore new interests and engage in various forms of exercise.</p> <p>Collaboration with Allison Consultancy will play a vital role in further enhancing the Active Playgrounds programme at the academy. This partnership will facilitate the creation of well-designed and engaging playground activities to encourage physical activity during break times.</p> <p>Continue to monitor students' participation in physical activities. This tool will enable all staff to keep track of which students are actively involved in physical activities and, equally important, identify those</p>

	<p>system in place.</p> <ul style="list-style-type: none"> • Outside equipment trolleys for each class. <p>5. 30 Minutes a Day</p> <ul style="list-style-type: none"> • Strategically link new opportunities to the 30 minute a day programme • Engage additional expertise / staffing to extend opportunities to support 30 Minutes a day • Raise awareness of 30 Minutes a day with key stakeholders including parents / carers • Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website - a primary focus of our curriculum is to enhance physical fitness opportunities, raise aspirations, develop a sense of personal pride in achievement, provide ways to help every student to find strengths and interests. • Time-table and engage children in Active Playground programme 		<p>See Evidence, Outcome and Impact statements above</p>	<p>who may not be participating.</p> <p>In line with this, the PE Lead will access this data and work with staff to address any barriers that may be hindering certain students' engagement in physical activities. The aim is to develop effective solutions that encourage more students to participate actively. Such as through the Northampton Saints partnership.</p> <p>Student voice will be sought through surveys to identify their interests and any obstacles they may face in joining physical activities. Armed with this information, targeted support will be offered to those students who are not actively participating.</p> <p>Strategic efforts will be made to align new opportunities with the 30-minute-a-day programme, creating a cohesive approach to physical activity that spans both curriculum and extracurricular activities.</p>
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				<p>To expand the availability of activities, additional support will be enlisted, including internal staffing and Young Leaders. Their involvement will help diversify the physical activity opportunities available to students.</p> <p>Efforts will be made to identify and hire new staff members who can further develop the Girls Active programme, ensuring that it remains a flourishing and inclusive initiative.</p> <p>Timely communication will be made to pupils and parents regarding the new Sports Clubs timetable, ensuring that students are well-informed about the range of activities available to them.</p> <p>To bolster the physical activity experiences, investments will be made in sports equipment that supports a wide array of activities. This will also contribute to promoting health and well-being while providing opportunities for cross-curricular learning.</p>
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				<p>The academy will diligently explore opportunities and resources to facilitate classroom-based healthy, physical activity and active learning experiences. This initiative will contribute to fulfilling the 30 Minutes a Day requirement for every class, promoting a culture of health and fitness throughout the school.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: See other indicators
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	<p>1. Participate in GAT and local Cluster Competitions</p> <ul style="list-style-type: none"> Engage in GAT and local Cluster competitions Look at triangulation events / mini-festivals Look at competition opportunities for children that don't usually get to represent the academy Coach to work with children before events come up <p>2. Participation in COTSSP Competitions</p> <ul style="list-style-type: none"> Look at entry to the least expensive package so can still access some competitions but still be cost effective PE lead to follow the yearly calendar set for events <p>3. Inclusive competitive PE Curriculum Sports Competition Programme</p> <ul style="list-style-type: none"> PE Lead to review curricular programme and identify competitive opportunities Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year Competitions must involve ALL children Only introduce once the children have acquired the pre-requisite component knowledge and competency needed to be able to successfully engage with the activity otherwise it may have a detrimental effect on their 		<p>Evidence</p> <ul style="list-style-type: none"> Participation in GAT, Cluster and COTSSP events: orienteering, athletics and football PE Units of Work developed to include competitive opportunities New Sports and physical activity competitive opportunities in place Participation Registers Resources to plan and deliver programme <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Sustainability – Teaching Staff able to deliver COVID19 – safe competitive sport / physical activity opportunities for their children in lessons <p>Leading to the following outcomes <u>accessible by all children.</u></p> <p>Increased pupil:</p> <ul style="list-style-type: none"> Understanding and experience of our whole school values for children to be part of caring community in which pupils learn respect, tolerance and kindness to one another Understanding and experience of our school aims for personal pride and independence whilst recognising the value and enjoyment of being part of a team Experience of competition against self and others Experience and understanding of rules and scoring systems 	<p>School will become more active participation in GAT and SSP competitions.</p> <p>To provide more enriching experiences, develop a Young Leader Led Competition Programme. This initiative aims to empower and train young leaders to organize and conduct sports competitions within the school premises and collaborate with Corby Primary.</p> <p>With a focus on inclusivity, the academy will work towards extending competitive opportunities within the PE Curriculum itself. This approach aims to make competitive activities more accessible and available to all students.</p> <p>Further develop an internal, inclusive PE Curriculum Competition Programme. This partnership will ensure that a comprehensive range of competitive opportunities is provided to students.</p> <p>To make competitive opportunities available to all children during PE lessons, both Allison Consultancy and the PE Lead will actively support the staff. This collaboration will equip the educators with the necessary tools and training to facilitate competitive activities for students.</p> <p>Moreover, the training provided during CPD sessions will be cascaded down to all staff members, ensuring that competitive opportunities are made available to every child during their lessons.</p>

	<p>confidence</p> <ul style="list-style-type: none"> • Can have competition opportunities against self and others • This programme supports the aims of National Curriculum PE • Develop new templates for scoring etc • Give all children more opportunities over the school year to experience competitive opportunities • Allison Consultancy and PE Lead ensure staff are supported to provide competitive opportunities in PE lessons so competition is available to all children • Ensure CPD training is cascaded so competitive opportunities in lessons are available to all children <p>6. 30 Minutes a Day</p> <ul style="list-style-type: none"> • Strategically link new competition opportunities to the 30 minute a day programme • See Indicator 1 ('On-Track' inter-class 'laps' competition) 		<ul style="list-style-type: none"> • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence • Enjoyment of sport across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / backgrounds • Experience of sense of well-being and the feeling of achieving their best 	<p>Looking beyond traditional settings, the school aims to introduce friendly competitions between classes and explore competitive opportunities within each class. These activities will be linked to the overarching 30 minutes a day program and include inter-house and extra-curricular competitions.</p> <p>By utilizing resources effectively, the school will maintain a comprehensive record of the number of competitions held and identify children who actively engage in competitive opportunities beyond the PE Curriculum. This data will help monitor participation rates and track the impact of the initiatives.</p>
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Budget Summary as of 3/10/22

Total Funds Allocated - **£17,790 (TBC)**

Total Spend so Far - Identified in Plan ('Blue' figures) - **£18586**

Left to Spend - **Deficit of £796**