



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

2023/24



Commissioned by



Department for Education

Additions by:



Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation, and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

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

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

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

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

Activity/Action	Impact	Comments
Participation in GAT membership PE days and use of GAT support to develop knowledge of academy staff and PE coordinator.	Staff across the academy have a developed key knowledge and pedagogy in areas highlighted as their focus of professional development, focusing on consistent high-quality PE lessons (GAT PE QA Day, Spring 2023)	Continue this in the academic year 23/24 especially with new staff and create high expectations across the school for high quality PE and school sport.
Increased the number of competitions that the children were able to participate in and recognize they are part of a team.	Pupils know their teams within school creating healthy participation in several internal events/competition days. Teamwork and sportspersonship are good qualities the pupils have gained.	Introduce more of these through the curriculum. In 23/24. School Games have been available for us to participate in.
Key priority to boost the amount of active learning time in lessons and underpin subject intent statement of "Sweat, Smile, Succeed", both in planning and application.	Most children are active for a lot of time in PE lessons and take part in vigorous activity. Active playgrounds also promote this throughout breaks and lunchtimes.	23/24 continue active playgrounds and continue staff focus on the amount of time spent doing physical activity in lessons via Allison Consultancy Physical Activity Tracker.
Increase physical activity opportunities for children in school.	Most children participate in every PE lesson within the class. Pupils are exposed to a variety of unique and enriching opportunities and sports they can	1:1 teaching assistants teach the PE focus in a way suitable for the pupil. The STEP framework is followed to support all pupils (Noted on GAT

<p>Children have experienced a wide range of sports with some unique inclusion opportunities targeting low engagers as well.</p> <p>Academy wide CPD for staff teaching gymnastics delivered by Karen Breen New scheme investigated and piloted to help plan and resource lessons to aid staff with subject knowledge, progression, development and of clear sequencing in lessons.</p> <p>The message about PE within school amongst the children and their attitude towards physical activity.</p>	<p>take part in in the local area.</p> <p>Staff more confident to teach PE lessons and can clearly see the progression through the different age groups.</p> <p>Promotion of child friendly curriculum intent statement of “Sweat, Smile, Succeed” which is embedded throughout the school curriculum. Pupil voice with PE lead and GAT staff have shown positivity towards PE and staff are using this phrase to help the ensure that the key principles that the PE lead has highlighted are key factors in each lesson.</p>	<p>QA Day, Spring 2023)</p> <p>Feedback from staff has proved and will continue to help shape further support for the years to come to ensure a strong legacy of improvement form Greenoaks using the funding.</p> <p>Continue in 23/24.</p>
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Academic Year: 2023/24

Date Updated: 07/07/24

Budget Summary for 2023/24

Underspend (Figure carried forward) - £601.11

2023/24 Premium - £17,100

Total Funding Available - £17,700

Key Indicators

Schools should prioritise PE and sport premium spending to improve in the following 5 key areas*

1. increasing all staff's confidence, knowledge and skills in teaching PE and sport
2. increasing engagement of all pupils in regular physical activity and sport
3. raising the profile of PE and sport across the school, to support whole school improvement
4. offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. increase participation in competitive sport

* It is not a necessity that spending needs to satisfy all these key areas, schools should identify the improvements they aim to make, aligning it to one or more of the key area(s).



Key Priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	What Key Indicator(s) does this meet?	Impact, Evidence and how sustainability will be achieved?	Cost linked to the action
<p>1. Enhance pupil activity levels to meet 30 minutes a day.</p> <p>1. 30 Minutes a Day</p> <ul style="list-style-type: none"> Use Allison Consultancy e-tracker to establish a baseline of provision, and monitor and evidence progress in relation to 30 Minutes a Day activity achieved across the academy PE coordinator to continue to train new staff to use the e-Tracker to build on last year's success of this implementation across the school. Pre-populate class templates to support staff Repeat audit throughout the year to evidence progress Identify strategies and programmes to develop 30 minutes a day across the school to help meet this target contained in the national School 	<p>All staff trained on 30 minutes a day audit tool and aspiring to 30 minutes a day activity for classes.</p> <p>All staff including lunchtime supervisors</p> <p>PE coordinator</p> <p>PE coordinator</p>	<p>2 – It is recommended that children participate in 60 minutes of activity a day, 30 minutes of which should be in school time.</p> <p>3 – raising the profile of PE in areas of children's breaktimes by offering activities that require physical activity.</p> <p>4 – accessible to all pupils every day and encourages all children to participate.</p> <p>5 – Used by play leaders who offer mini competitions for younger pupils throughout their lunchtimes.</p>	<p>Impact: More pupils participate in physical activity throughout the day reaching their 30 minutes a day in school. Positive attitudes towards PE are developed across the academy as physical activity has been increased during playtimes. Playleader sessions in particular give children enhanced opportunities to build friendships and cohesion within year groups.</p> <p>Evidence: Pupil voice, including talking to play leaders, shows that children across the school are making good use of organized play leader led physical activity. Learning walks completed termly by PE Coordinator during breaktimes observe well managed and designated spaces as opportunities to extend physical activity for all.</p> <p>Sustainability: Play leader resources and additional equipment can be used throughout the year and in subsequent years. A rolling program of Play Leader training means children can pass down their leadership skills to the next generation. CPD can be booked when needed</p>	<p>£2411.33 (PE equipment costs – TTS)</p>

<p>Sport Activity Action Plan</p> <ul style="list-style-type: none"> Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class Promote the use of '5 a day' during wet play, PE warm-ups, Daily Mile, Go Noodle, Cosmic Yoga Look at providing structured physical activity opportunities at lunchtimes 	<p>PE coordinator</p>		<p>to enhance this.</p>	
<ul style="list-style-type: none"> Order equipment required for lunchtimes. Order equipment for play leaders Reminder to staff about 5-a-day program (included in GAT package) 	<p>PE coordinator</p>			
<ul style="list-style-type: none"> Audit Playground equipment purchased to support play leaders. 	<p>PE coordinator</p>			
<ul style="list-style-type: none"> Develop whole school initiatives to support physical activity and safety- Walk to School Week 	<p>Staff</p>		<p>Walk to School Week Packs will be purchased again next year to incentivise children from Nursery to Yr6. Continue to top up equipment specific for EYFS and SEND (Flexigrip rubber balls etc)</p>	<p>£129.00 (Walk to School Week Packs)</p>

<p>2. Staff CPD</p> <ul style="list-style-type: none"> Staff audit completed in Autumn 2023 New staff have time with PE coordinator to discuss their CPD needs and their key areas of focus for the next year as it is recognized that newly trained teachers often receive very minimal PE training or experience in placement. Conduct a review on current contracts with coaching external partners. Allison Consultancy/Karen Breen to assist teachers in areas they feel less confident in. Learning walks and ongoing staff voice to identify needs. Use of GAT support package (3 network development days+ 1 in school bespoke day) Primary PE Planning scheme to be purchased and rolled out to staff by end of the academic year 	<p>All staff teaching PE but this year CPD will focus specifically on ECTs joining the school</p> <p>PE coordinator and teaching staff</p> <p>PE coordinator and teaching staff</p> <p>PE coordinator and teaching staff</p> <p>PE coordinator and teaching staff</p>	<p>1- Staff voice showed PE curriculum areas for each member of staff for which they felt they would benefit from additional support. Teaching alongside a professional coach over a number of sessions offers CPD in the area they have chosen.</p> <p>4 - pupils are exposed to a variety of sports and all children can participate.</p>	<p>Impact:</p> <p>Staff have had personalized CPD for their own needs and class. This has particularly enhanced the skills and knowledge of our two ECTs this year but has also been available for other members of teaching staff. Expertise gleaned from CPD has been shared with TA within teams to apply to their practice. Teaching for pupils is now from confident and knowledgeable staff. Enhanced provision is given to pupils by upskilled staff. Confidence in teaching PE has increased across the school.</p> <p>Evidence:</p> <p>Staff voice, learning walks.</p> <p>Sustainability:</p> <p>In future, staff will be able to teach their own lessons in these areas applying new skills learned so funding can be spent on other key priorities for the academy.</p> <p>Impact</p> <p>Scheme purchased and piloted by PE coordinator. To be set up for all staff before end of academic year. Skills progression maps developed for LTP</p>	<p>£5000.00 (Allison Consultancy – Karen Breen)</p> <p>£1215.00 (Unmatched Coaching)</p> <p>£1700.00 (GAT Support Package)</p> <p>£695.00 (Cost of Primary PE Planning)</p>
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<p>3. Increase the range of healthy, physical activity opportunities outside of the curriculum to engage more children especially those more vulnerable to regressive experiences to activity levels.</p> <ul style="list-style-type: none"> • Pupil voice to identify clubs' pupils would like. • Analysis of previous years registers to identify who is attending and when. • Engage local coaching companies for wrap around physical activity provision to maximize opportunities for all. 	<p>PE coordinator, teaching staff and pupils</p>	<p>2 – Pupils across KS1 and KS2 can attend clubs. Acting on Pupil Voice, we have offered some different clubs this year: Dodgeball, Football and Archery. The pre-school Archery Club has also been introduced to attract a wider range of children.</p> <p>2- Clubs available at least three times a week meaning PE profile is spoken about weekly in classes.</p> <p>3- Different sports have been offered based on pupil voice and external providers availability, meaning children are exposed to a wider range of sports.</p> <p>4- Clubs can lead to a competition within school, school games or competitions organized with other schools. Intra school sport to be explored through house matches.</p>	<p><u>Impact:</u> Pupils achieving 30 minutes activity in school. Pupils participating and applying skills learned through competitions and lunchtime sessions. Children experiencing a variety of sports. Pupils experience professional coaching from local clubs/coaches.</p> <p><u>Evidence:</u> Club registers show a good level of participation in 2 out of 3 or our clubs. Dodgeball is particularly popular with girls. Piloting pre-school Archery Club - as suggested by pupils – initially proved popular but attendance has dropped off as the year has progressed. Pupil voice will determine a replacement club for the next academic year to increase interest and participation from pupils. Quality assurance walks from the PE coordinator have shown positive participation in Dodgeball Club in particular.</p> <p><u>Sustainability:</u> Popularity of clubs for Dodgeball and Football mean that they will continue in the next academic year.</p> <p>House Competitions took place in Dodgeball, Benchball and Cricket took place in 2023-24 across Year 2-6. All children participated. Sports Days took place July 2024 for all phases of the school from Nursery to Year 6. Plans incorporated 100% of children on roll.</p>	<p>£56.10 (Freestyle Club Fee)</p>
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<p>4. Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate</p> <ul style="list-style-type: none"> Participate in GAT competitions Curriculum map offer opportunity for competitions within classes/year groups/ Lower Key stage/ Upper key stage/ whole school. Involve all children in competitions and exposure to new sports/physical activity incorporating opportunities as follows: GAT Athletics competition Aston Villa Football Scouting Session Inclusive and SEND competitions Northamptonshire Cricket Club Summer Term coaching sessions Team Rubicon: Skateboarding/Scooter Workshops <p>Incorporating modern foreign languages through dance – Flamenco: Spanish Day</p>	<p>PE Coordinator, staff and pupils</p>	<p>3 – Pupils participate in representing the academy raising the profile of their achievements and the schools PE achievement.</p> <p>5 - children to compete against other schools, showing sportsmanship and teamwork. Builds a strong sense of family at Greenoaks school community.</p> <p>1, 2, 4-</p> <p>Core group of children identified.</p> <ul style="list-style-type: none"> Review participation registers to identify non-participants Use pupil voice to target areas of non-participation. This could be including more non-traditional sports at break times and during Play Leader sessions. 	<p>Impact: Increased opportunities to participate in competitions within curriculum time and school time. This year we entered a record 12 external competitions, including 2 rounds of New Age Kurling for KS1 children. We focused on broadening participation for all children, and aspired for all children in KS2 to have the opportunity to participate in an external competition. This focus on maximising the participation of all children shows the value of PE. Increased competitive participation from our children means they have developed the skills to handle competitive sporting situations. Pupils have become more confident in their own abilities and working within a team to help breakthrough some of the barriers to participation, that many children, especially girls in KS2 face. Attendance at Northamptonshire Sports UKS2 Netball Competition was fantastic for building our girls confidence. The KS1 success at the Northamptonshire Games New Kurling Competition also impacted the confidence of some of our younger children hugely. Our UKS2 team attendance at the GAT wide Indoor Athletics tournament in Braunstone, instilled aspiration and resilience into our team, inspiring them to train and work even harder to succeed at a higher level of competition. Competitive sport has allowed for the promotion of our Skillsbuilder values. The PE profile has been raised again across our academy.</p>	<p>£350.00 (Northamptonshire Sport Subscription)</p> <p>£340.00 (KISS transport to competitions)</p> <p>£2142.00 (Country Lion transport to competitions)</p> <p>£360.00 (Team Rubicon)</p>
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<p>Mintridge Charity Foundation Grace Moore, professional rugby player. Inspiring young athletes by meeting sporting heroes. Mentoring/Workshop day planned to make children aware of broader sporting opportunities, inspire children to compete and offer</p>		<ul style="list-style-type: none"> • Link to the School council/Change Makers' programme • Throughout the year, ad hoc "Sweat, Smile and Succeed" sessions offered to a core small groups of children throughout the school to enhance confidence and self-esteem through movement and teambuilding activities. <p>2,3,4 and 5</p>	<p>Alternative methods/strategies/ adaptations of teaching used to explore various routes for more vulnerable pupils to engage in physical activity. The KS1 success at the Northamptonshire Games New Kurling Competition also hugely impacted the confidence of some of our more vulnerable younger children. The fact that they came in 2nd place and were awarded medals provided them with a moment of great joy.</p> <p><u>Evidence:</u> Key children identified and monitored for participation rates.</p> <p><u>Sustainability:</u> School Games will remain an opportunity for children to compete in 24/25. Further opportunities for KS1 to compete will be explored. Sports coaches will continue to be engaged by the academy. Green Oaks achieved School Games Mark Gold Award for the first time this year.</p> <p>Feedback from pupils on the day was very positive. Grace Moore assembly for pupils from Year 1 to Year 6 was inspirational and children showed strong engagement in the Q&A session. Engagement in the tag rugby workshops throughout the day, offered to Years 3,4, 5 and 6, was excellent. Children were inspired by meeting a "real" athlete and this</p>	<p>£500.00 (Flamenco Spanish Day - Karen Breen via Allison Consultancy)</p> <p>£1050.00 (Mintridge Foundation /Grace Moore)</p>
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<p>them a chance to meet a professional athlete</p> <p>Offer top up swimming lessons in Summer 2 to those children in Year 6 not achieving the KS2 National Curriculum requirements</p>		<p>2 and 3</p>	<p>built upon the cultural capital of PESSPA within school.</p> <p>Top up swimming has allowed us to improve outcomes in Swimming for all Year 6 pupils. Numbers of children reaching KS2 National Curriculum requirements has been enhanced from the level achieved through normal curriculum delivery</p>	<p>£1043.00 (Cost of Trilogly Pool and Instructors for top up lessons)</p> <p>£840.00 (Cost of Country Lion transport to lessons)</p>
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Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>1. Develop pupil activity to meet 30 minutes a day.</p> <ul style="list-style-type: none"> Allison Consultancy 30 minutes a day tracker continued <p>This continues to be used by all class teachers to aid tracking of physical activity in school</p> <ul style="list-style-type: none"> Active playgrounds/Play leaders continued <p>- Acting on School Council (Changemakers) recommendations, teams of Play Leaders have been trained to be available every lunchtime. Allison Consultancy have been used to train older children to fulfill these roles. Older children lead and demonstrate a variety of games with the younger year groups in school. Regular slots being offered to year groups across the school.</p> <ul style="list-style-type: none"> Equipment order <p>-Replaced any damaged or broken equipment. -To have enough equipment for playground games. -To have enough equipment for learning outside the classroom. -adapted equipment for SEND children.</p> <ul style="list-style-type: none"> 5-a-day scheme continued <p>-As part of GAT package, use of 5-a-day scheme is available and used as part of a wide range of activities, including Go Noodle, Just Dance, Daily</p>	<p>Evidence:</p> <ul style="list-style-type: none"> -Children are more active and are aware of their activity throughout the day. -Children want to be more active and move more to achieve personal goals. -Activity during the day and other curriculum areas has increased. -Children are positive about being active and can discuss the benefits of this. -From learning walks at lunchtimes and discussions with staff and pupils a lot of children are active during lunchtimes and aspire to be play leaders when they reach upper school. Team building/ social interaction skills developed. <p>-5-a-day and similar activities improve concentration and are 'brain breaks' for some children.</p>	<p>Sustainability:</p> <p>Trackers have been used throughout the academic year. Spreadsheets/tracker is in place and staff trained. This will continue next academic year.</p> <p>Continue to ensure equipment is up to date and available for all opportunities. PE coordinator/H&S officer to conduct regular checks and report in a timely manner.</p> <p>Remind staff of 5-a-day schemes or activities that can be used in the classroom, especially in afternoons when 2+ curriculum subjects are taught.</p>

<p>Mile.</p> <ul style="list-style-type: none"> -This promotes movement in the classroom. -Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class. -PE leader to continue the '5 a day' scheme which involves a range of short activities lasting 5 minutes which improve health and fitness in a dance style format. 	<ul style="list-style-type: none"> -Some classes use this resource everyday they do not have PE or Forest school and has had an impact on well-being in school. Used during 'wet break' for children to still get exercise. -This has enhanced social, emotional and physical skills. <p>Impact of staff:</p> <ul style="list-style-type: none"> -Improved concentration in lessons, positively impacting outcomes in other subjects including PE. -Promotion of the academies values. <p>Impact on pupils:</p> <ul style="list-style-type: none"> -Active and healthy participation throughout the day. -Children are developing their social and emotional skills through structured activity. -Gain opportunities to apply skills learnt through PE, forest schools and other areas of the curriculum. -Children set personal goals, increasing confidence and self-worth. 	
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<p>2. Staff CPD</p> <ul style="list-style-type: none"> • Staff voice <p>-Completed CPD questionnaire with teaching staff across the school in Autumn 1 so that planning for following academic year was in place.</p> <p>-Identify CPD that staff would like or need.</p> <p>-Identify any areas that require support across the academy.</p> <p>-Coaches and CPD training booked based on outcomes of staff audit.</p> <p>-End of year Staff voice to be gathered at end of academic year to inform training/CPD needs for next academic year.</p> <ul style="list-style-type: none"> • Academy Staff Internal CPD Programme <p>-PE coordinator to conduct a new staff PE audit of training needs.</p> <p>-PE coordinator to carry out learning walks to assess impact of training/quality of PE provision.</p> <p>-PE coordinator to disseminate key information and training to teaching staff throughout the school.</p> <ul style="list-style-type: none"> • Re-visited staff CPD needs support through coaches and PE lead. <p>-through forms, common areas of need identified.</p> <p>-Allison consultancy booked to complete gymnastics sessions alongside teaching staff with their class.</p> <p>-gymnastics staff twilight booked to enable staff to explore and work together on areas to be developed.</p> <p>-each staff member identified an area they would like support in, an external coach booked for each class to provide paired teaching with class teacher on this particular sport or area of need.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> -Discussions with staff re CPD/planning requirements -Learning walk information -Updates from PE Lead through briefings. -Staff Voice questionnaires -External providers quality assurance. <p>Impact on staff:</p> <ul style="list-style-type: none"> -Identification of strengths and areas of staff need with regards to training -More effective subject leadership -Subsequent CPD bespoke to meet identified needs -Subsequent scheme continued due to effectiveness and flexibility. <p>Impact on children:</p> <ul style="list-style-type: none"> -Children engaged in more effective, enhanced provision from upskilled and more confident staff. -Children experience teaching from sports coaches that are based in the local area. 	<p>Sustainability:</p> <p>Complete staff audit later in year to discuss next steps for new academic year.</p> <p>Continue PE package of support and participation in all offered.</p> <p>Ensure CPD offered this year is cascaded to new staff.</p> <p>Continue to use Allison Consultancy and Unmatched Coaching for days in school to provide CPD for staff and engage more children in the sports.</p> <p>Continue to engage outside providers for extra-curricular clubs next year. Build on the success of the use of Unmatched Coaching in previous year and extend the number of clubs available. External providers in lessons have developed staff lesson ideas to engage more pupils in PE and unusual sports.</p> <p>Staff audits to monitor CPD needs to continue next year.</p> <p>Use of external consultancy/coaches has been useful to demonstrate progression, understand what should be taught in KS1, as well as lesson ideas for specific sports. The scheme and ideas can be used for future academic years.</p> <p>Learning walks and lesson drop ins have shown that the use of an external consultancy/coach</p>
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<p>-Discussions with new staff through PE lead about their needs and the curriculum map.</p> <p>-PE Learning Walks to help identify needs.</p> <ul style="list-style-type: none"> Engaged companies and local clubs to work with staff and children. <p>-Offers opportunity to see ways to teach PE and what to teach in specific sports.</p> <p>-Team or paired teaching to develop staff skills and confidence in a specific sport they identified.</p> <p>-</p> <p>-Teachers and TAs work alongside coaches to deliver high quality P.E lessons and shadow practice in repeated sessions.</p> <ul style="list-style-type: none"> PE scheme revised <p>-Following staff audit and Allison Consultancy advice, new resource purchased – Primary PE Planning - to provide ideas for activities.</p> <p>-Differentiated activities so staff can meet needs of children working on lower year group in a specific skill/sport.</p> <p>-Differentiation across year groups to support data and progress tracking.</p> <ul style="list-style-type: none"> GAT Membership Support Package <p>-Purchase membership of GAT PE and Sports Programme.</p> <p>Support to include:</p> <p><u>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA.</u></p>	<p>Evidence</p> <p>-Membership purchased</p> <p>-Central Development Days attended</p> <p>-In-school training days from Allison Consultancy taken place</p> <p>-Deadline for PE & Sport Premium Underspend met</p>	<p>has supported staff to deliver lessons in areas that they aren't as confident in.</p>
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<p><u>3 x Central GAT PE Co-ordinator Network Development Days, which will include:</u></p> <ul style="list-style-type: none"> -Updates and guidance on latest national and Trust requirements with regards to 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. -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 -Quality Assurance of Planning and 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 <p><u>In-school, bespoke days of support throughout the year</u></p>	<ul style="list-style-type: none"> -Staff aware of and following latest PESSPA Safe-Practice -Discussions with staff and children including staff voice and pupil voice. -Sport Premium Plan in place using new national template -All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete -Templates on website and web-compliant -Enhanced pupil progress and attainment data for PE available -Quality Assurance of planning, teaching and learning and assessment -PE Learning Walk sheets 	
<p><u>Active Playgrounds, which includes:</u></p> <ul style="list-style-type: none"> -Support for the Active Playground Co-ordinator -Training for new cohort of Play Leaders (Year 4 and 5). -preparation for competitive sport -training for some staff on how to deliver use of apparatus in Gymnastics. -Refresher on health and safety in gymnastics. -sharing of best practice. -exploration of STEP through games. 	<p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> -Staff aware of and following PESSPA Safe-Practice -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 -Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons -Staff upskilled to deliver enhanced provision in PE lessons 	
	<p>Impact / Outcomes for children:</p>	

<p>- All children to have bespoke session tailored to each year group's needs. This has incorporated 'Sweat, Smile and Succeed' sessions for children less engaged in PE to improve resilience, confidence, physical fitness and enjoyment.</p> <ul style="list-style-type: none"> • PE lead CPD day <p>-Support to complete sufficient curriculum mapping. -Analysis of data to ensure consistency and gaps in line with whole academy action plan. -PE and Sports Premium form completion.</p>	<ul style="list-style-type: none"> -Children following PESSPA Safe-Practice -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 within and beyond the curriculum -Enhanced opportunities for healthy exercise through the 30 Minute a day and Active Lunchtime programmes -Children engaged in enhanced, more effective PE lessons -Enhanced pupil understanding of and learning across all four areas of National Curriculum PE -Children will have the opportunity to develop each aspect, not just the 'Physical' -Enhanced tracking and monitoring of pupil progress and attainment leading to more targeted lessons based on pupil need -Greater pupil progress and attainment in PE against national, age-related expectations -Increased pupil progress in PE -Enhanced quality of learning -Improved challenge and engagement across all pupils. 	
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	<p>Evidence:</p> <ul style="list-style-type: none">-Discussion with staff.- End of year subject review reports. <p>Impact on Staff:</p> <ul style="list-style-type: none">-Academy can track and monitor children's progress and attainment against national age-related expectations and target intervention and support for staff and children where required-Improved assessment and monitoring-Assessments in PE (including swimming) are clear and accurate, with input from teacher and coach <p>Impact on Pupils:</p> <ul style="list-style-type: none">-Academy can track and monitor children's progress and attainment against national age-related expectations and target intervention and support for staff and children where required-Improved assessment and monitoring-Assessments in PE (including swimming) are clear and accurate, with input from teacher and coach.	
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<p>3. Increase the range of healthy, physical activity opportunities both inside and outside of the curriculum in order to engage more children.</p> <ul style="list-style-type: none"> • Curriculum mapping review <p>-complete alongside all staff, who can share strengths and ideas.</p> <p>-curriculum map to include a broad range of sports and skills.</p> <p>-More than one area of activity being taught in each half term, where possible, to gain interest and engage as many children as possible.</p> <ul style="list-style-type: none"> • Pupil voice <p>-Identify what the children want to do for clubs, particularly those who struggle to engage in PE or have not attended clubs previously.</p> <p>-Use of Microsoft forms to analyse this and collect data.</p> <p>-Engage with external companies that are from the local area.</p> <p>-This may encourage children to join a club outside of school.</p> <p>-Target children and non-engagers are listened to and encouraged to attend.</p> <p>-More lunchtime activity provided as children identified they cannot stay after school.</p> <ul style="list-style-type: none"> • Extra-curricular opportunities <p>-A variety of sports are offered at lunchtimes and after school, including: Football, Dodgeball and Archery.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> -All Physical Activities taking place meet Safe-Practice requirements -Children engaging on a regular basis. -Curriculum map followed, which can be seen through long term plans, medium term plans, individual unit and lesson planning and learning walks. -New equipment used – includes equipment for the PE Cupboard, Lunch-times and for Outdoor PE. -Equipment for SEN purchased so resources can meet needs. -Widened range of healthy activity opportunities -Extended Extra-Curricular Sport and Physical Activity Programme -Active Playground Programme in place -Participation Registers show all in school on that day attend the clubs. -Clubs are full -Different children now attend clubs due to range. -Increased number of children participating in school clubs. -Pupil voice survey completed -Resources purchased <p>Impact on Staff:</p> <ul style="list-style-type: none"> -Staff understand and have input on what they teach in PE throughout the year. -Staff identify which half term they may require support, hence CPD. -Children are active throughout the day, particularly lunchtimes improving concentration in 	<p>Sustainability:</p> <p>Audits being completed on Forms means a larger percentage of children in the school could answer.</p> <p>External company that we have used for clubs this year has been a success with progression shown. Many children who have signed up have been in attendance every week.</p> <p>Next year we plan to have clubs on more days of the week to be able to encourage more children to participate. Pupil voice will inform which clubs are offered.</p>
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<ul style="list-style-type: none"> • Active playgrounds <p>- Alternate which activities are available at lunchtimes to meet needs of everyone.</p> <p>-School council to discuss and compile list of sports/activities to be available at lunchtimes. Play leaders to lead games for all year groups across the week.</p> <p>-Discuss lists with PE lead to ensure equipment is sufficient for this.</p> <ul style="list-style-type: none"> • Equipment order <p>-Replace any damaged or broken equipment.</p> <p>-To have enough equipment for playground games.</p> <p>-To have enough equipment for learning outside the classroom.</p> <p>-adapted equipment for SEND children.</p> <ul style="list-style-type: none"> • Play leaders' Day <p>-Use of Allison Consultancy to enable older children in school to lead and demonstrate a variety of games with the younger children in school.</p> <ul style="list-style-type: none"> • 5-a-day scheme continued <p>-As part of GAT package, use of 5-a-day scheme.</p> <p>-Tracks which class is the most active and when.</p> <p>-promotes movement in the classroom.</p> <p>-Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class</p> <p>-Slots in briefings to share successes/good resources.</p> <p>-PE coordinator to continue the '5 a day' scheme which involves a range of short activities lasting 5 minutes which improve health and fitness in a dance style format.</p>	<p>afternoons.</p> <p>Impact on Pupils:</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 <p>Children enjoying taking part in school clubs</p> <ul style="list-style-type: none"> -Children are accessing structured, active games during lunchtimes -More children able to access equipment at lunch time and be involved in active lunches. 	
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<p>-Introduce active sessions in other curricular areas. Timetabled for all classes. Achieved by- go noodle, 5 a day, Daily Mile.</p>		
<p>4. Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate.</p> <ul style="list-style-type: none"> • Inclusive competitive PE Curriculum Sports Competition Programme taken place <p>-Give all children more opportunities over the school year to experience competitive opportunities. -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 -Mini competitive activity at the end of at least 2 PE Units of Work over the year have taken place -Intra school competitions have involved ALL children in each participating year group. Competitions have included Dodgeball, Benchball, Cricket and Athletics</p>	<p>Evidence</p> <ul style="list-style-type: none"> -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 -Increased experience of competition against self and others, experience and understanding of rules and scoring systems, experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship and confidence. <p>Impact on staff:</p> <ul style="list-style-type: none"> -Sustainability – Teaching Staff able to deliver competitive sport / physical activity opportunities for their children in lessons. 	<p>Continue to engage with Northamptonshire Sport School Games and GAT to sustain participation outside of intra school competitions.</p>

-	<ul style="list-style-type: none">-Good opportunity to assess which pupils can apply their skills learned to competitive environment.-Application of STEP framework. <p>Impact on Pupils:</p> <ul style="list-style-type: none">-Experience of competition against self and others-Experience and understanding of rules and scoring systems-Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship-Increased 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 / background-Experience of sense of well-being and the feeling of achieving their best.-Having a sense of belonging to different teams and groups.-Increase in well-being and ability to manage emotions.	
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Budget Summary as of July 24

Total Funds (Including any underspend)	-	£17,700
Total Spend so Far - Identified in Plan	-	£17,831.43
Left to Spend	-	£0.00

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	71%	Swimming lessons stopped for all pupils during Covid pandemic. We now schedule top up lessons for Year 6 over and above curriculum lesson delivery. This year, Year 4s also had a term of swimming. We hope this will impact Year 6 data in due course.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	68%	<i>See above</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	93%	<i>See above</i>
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	Yes -top up swimming lessons for children not meeting national requirements in Year 6 (Summer 2 term)
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Although we use external instructors for teaching lessons, accompanying GOPA staff have been in attendance at all lessons to enhance their understanding of how to teach beginning swimmers.

Signed off by:

Head Teacher:	<i>Mrs Madeline Dunckley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs Jackie Burney-Childs</i>
Governor:	<i>n/a</i>
Date:	July 2024