

2022/2023 PE AND SPORT PREMIUM DEVELOPMENT PLAN

EVIDENCING THE IMPACT & SUSTAINABILITY

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

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

SCHOOL	The Good Shepherd Catholic Primary School
HEAD TEACHER	Carmel Dodds
PE COORDINATOR	Natasha Maddison

PE & Sport Premium: Government intent

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

PE & Sport Premium: School intent

A school family learning and growing together, *'Following Jesus, The Good Shepherd, in all we say and do.'*

'Activity matters. It grounds us, makes us happy and helps us to be fully integrated.' (Myatt, 2018, p.190)

Physical Education is a vital part of school life and is likely to take responsibility for a child's future well-being and continued participation in sport and exercise. Therefore, we provide a balanced, broad and inclusive curriculum that ensures all children will benefit. As well as learning, practising and putting fundamental skills into play and games, children understand the importance of leading a healthy lifestyle as well as having regular opportunities to experience fair play, team work, empathy for others, challenge and leadership.

Key outcome indicators: Updated 2022/2023

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

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

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

Key outcome indicator 2: [Engagement of all pupils in regular physical activity](#)

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

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

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

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

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

Key outcome indicator 5: [Increased participation in competitive sport](#)

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

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2023/2024?
1. Increase confidence and skills of staff in teaching PE and Sport	Key Achievements 1 – New PE scheme purchased to cover the curriculum and aid in development and progress of children from EYFS to Year 6 2 – Rhino sports coaches to support staff development and improve community and club links to the school 3 – Swimming provided in 3 year groups (4-6) to improve opportunity, confidence and development. 4 – The upskilling of all teachers who are now teaching PE after having had in school training	1 – Development of PE curriculum even further, possibly using PE Planning from Reception to Year 6.
	Impact on PARTICIPATION New scheme purchased	
	Impact on ATTAINMENT Growth in teacher confidence and skills	
2. Engagement of all pupils in regular physical activity	Key Achievements 1 – Free after school club places offered this year for Pupil Premium children. A different sports club is provided after school all week, ranging from gymnastics to multisport. All delivered by Rhino sports coaches. 2 – Rhino sports coaches providing physical games and activities at break time and lunch time everyday across both KS1 and KS2.	
	Impact on PARTICIPATION Greater engagement across all year groups regardless of starting points	
	Impact on ATTAINMENT Gold Award. Greater number of children exposed to Northamptonshire Sport	
3. Profile of PE and sport is raised across the school as a tool for whole-school improvement	Key Achievements 1 – Wider involvement with Northamptonshire Sport with more engagement in participants accessing a wider variety of events across all abilities	Development of young leader training as play specialists

	2 – Presentation of sporting achievements and awards in whole school assembly	
	Impact on PARTICIPATION Greater whole schools improvement	
	Impact on ATTAINMENT Gold Award	
4. Broader experience of a range of sports and activities offered to all pupils	Key Achievements 1 - Forest School provided from nursery to Year 6 in school's own high-quality Forest School site delivered by a trained Forest School Teacher. Every class visits the forest on alternate weeks. 2 – Swimming lessons for Year 4 – Year 6 children. A total of 36 lessons throughout the year. 3 – Year 5 Bikeability 4 -Year 5 visited Thomas Becket to access 2 afternoons of physical activities organised by sixth form student.	
	Impact on PARTICIPATION Broad and varied sporting activities and experiences	
	Impact on ATTAINMENT Wider range of what sport is	
5. Increased participation in competitive sport	Key Achievements A variety of competitions throughout the year: <u>Autumn 1</u> Reward Day <u>Autumn 2</u> Y4/5/6 Cross Country Y3/4 Athletics Y3/4 Key Steps Gymnastics KS2 Multisport Festival	

	<p><u>Spring 1</u> Y5/6 Key Steps Gymnastics KS2 Multisport Festival Net/Wall</p> <p><u>Spring 2</u> KS2 Multisport Festival Net/Wall</p> <p><u>Summer 1</u> Y3/4 Mini Red Tennis Y3/4 Quadkids Athletics</p> <p><u>Summer 2</u> Y5/6 Quadkids Athletics Y5/6 Cricket</p> <p>2 – Children selected for county basketball trials. One child progressed onto representing the school at country level for cross country.</p> <p>3 – Rhino sports coaches develop and coach children ahead of competition for specialist training</p>	
	<p>Impact on PARTICIPATION Increase in participation</p>	
	<p>Impact on ATTAINMENT Gold Award</p>	

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

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

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

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

You can use your funding for:

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

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

Outcome	% of pupils achieving outcome					
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Swim competently, confidently and proficiently over a distance of at least 25 metres	56.4	64.3	NA	N/A	68.4	74.3
Use a range of strokes effectively; front crawl, backstroke and breaststroke	56.4	64.3	NA	N/A	68.4	74.3
Perform safe self-rescue in different water-based situations	56.4	64.3	NA	N/A	68.4	74.3

The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water. Have you used any funding for this purpose?	YES	Yes- 12 sessions	36 lessons over whole year	36 lessons over whole year (Covid dependant)		36 lessons over whole year
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PE & Sport Premium: Development Plan

2022/2023 Funding Must be allocated and spent by 31 st July 2023	<i>£16,000 + £10 per pupil</i> (Year 1 – Year 6 250 students) £18500		SUB TOTAL	£1850
Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	<i>School Games day (teachers take class): £300</i> <i>Upskilling: £1330</i> £1360 (10%)	Actual expenditure: % of total allocation:	<i>School Games day (teachers take class): £300</i> <i>Upskilling: £1330</i> £1360 (10%)
Key outcome indicator 2: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	<i>Rhino half: £2,100</i> <i>Lunch clubs half: £570</i> <i>Playtime equipment: £500</i> <i>Cycle proficiency: £900</i> £4,070 (23%)	Actual expenditure: % of total allocation:	<i>Rhino half: £2,100</i> <i>Lunch clubs half: £570</i> <i>Playtime equipment: £500</i> <i>Cycle proficiency: £900</i> £4,070 (23%)
Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:	<i>Coach transport £300</i> <i>Sports Awards certificates: £100</i> <i>Swimming: £2,175</i> <i>Play Leader training £150</i>	Actual expenditure: % of total allocation:	<i>Coach transport £300</i> <i>Sports Awards certificates: £100</i> <i>Swimming: £2,175</i> <i>Play Leader training £150</i> <i>PE Equipment half £900</i>

		PE Equipment half £900 £3625 (20%)		£3625 (20%)
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	Rhino half: £2100 Tennis Club: £300 Swimming: £2175 Sports Club: £360 £4935 (27%)	Actual expenditure: % of total allocation:	Rhino half: £2100 Tennis Club: £300 Swimming: £2175 Sports Club: £360 £4935 (27%)
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	Before school provision: £1330 New sports kit for competitions: £600 Lunch Club for competition practice: £570 PE equipment: £900 £3670 (20%)	Actual expenditure: % of total allocation:	Before school provision: £1330 New sports kit for competitions: £600 Lunch Club for competition practice: £570 PE equipment: £900 £3670 (20%)

Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport					
INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i>
All staff to deliver high quality PE teaching and learning for all children	Undertake a training needs analysis of all staff <ul style="list-style-type: none"> Staff to identify areas of training Appropriate internal or external training and/or 	Scheme of Work and renewal. Possible Purchase of a new		All class teachers deliver PE lessons, receiving support through observing others and time with PE lead where necessary.	Schemes of work are revised Good practice and learning from courses is shared within whole school meetings

	resources to be identified and sourced	scheme of work to works alongside existing one.		<p>Use of specialist sports coaches where necessary</p> <p>Autumn 2 - staff audit to be completed to share thoughts on new curriculum. Spring 1 - pupil voice Summer 1 observations taking for new staff Summer 2 – learning walks/drop ins</p>	
Understand the local, regional and national PE, school sport and physical activity landscape	Use a variety of platforms to keep up to date with changes to the sporting landscape and seek to engage in opportunities that could benefit staff and children Register with organisations considered experts within the field of PE, school sport and physical activity i.e. School Games, Youth Sport Trust, Sport England and Northamptonshire Sport	£0 (costs spread out through other indicators)		<p>What local, regional or national events or campaigns have the school engaged in? Delivered and intended campaigns this year are:</p> <ul style="list-style-type: none"> World Cup 2022 (December) <p>School has strong links with:</p> <ul style="list-style-type: none"> Aqualight Swimming Rhino Sports Academy <p>School has strong secondary school links with:</p> <ul style="list-style-type: none"> Thomas Beck Secondary School <p>Impact up until Spring: Children are now recognising adults from previous events and reacting positively to this</p>	<p>Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities</p> <p>Share important messages with all staff</p>

				(e.g. Natalie Lawrence and Sarah Harvey from Northamptonshire Sport). Events for Year 5s at Thomas Becket have enabled them to view the school before making a secondary school choice in October 2023.	
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Key outcome indicator 2: Engagement of all pupils in regular physical activity

INTENT		IMPLEMENTATION		IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2021/2022?</i>
Have tailored opportunities that attract children who are least active and/or those who have been most affected by Covid-19 to participate in regular physical activity	Access the 'broadening participation' opportunities and events offered by Northamptonshire sport for those children who have been identified as being 'least inactive.' Reward Day offered by Kings Park Trampoline Centre	£0 Reward Day was offered for free		How many children have accessed the programme over the term/academic year? Autumn 1 - 30 children from Years 3-6 attended Reward Day. Development events attended x2 events which included 24 children What impact has the programme had on the children's health & well-	Track the transition of children into extra-curricular clubs and provision in the community Upskilling and deployment of staff and young leaders

				<p>being, attendance, attainment?</p> <p>Raising the standard of participation and activity among least inactive children.</p> <p>Giving opportunities for children to find a sport they enjoy through new experiences.</p> <p>A sense of belonging by joining in a team sport and feeling part of a team and wider community.</p>	
Review physical activity time and intensity levels across the curriculum timetable	Use of Rhino Sports Academy coaches to provide lunchtime clubs to KS1 and KS2			<p>Impact:</p> <p>Children are learning skills and games.</p> <p>Physical activity levels and time are in line with government initiative to ensure children have at least 30 minutes of physical activity in the school day.</p>	
Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy	<p>Provision for 2 hours of high-quality curriculum PE per week for ALL children</p> <p>Ensure lessons are well structured, differentiated and progressive Provide</p>	See above		<p>How many hours of curriculum PE is each year group receiving? 2 hours</p> <p>How do you ensure that every child is reaching their PE potential?</p>	<p>PE is regarded by all staff as the core curriculum subject it is</p> <p>Staff are motivated and enthused to teach it and have the subject knowledge to</p>

	opportunities for all children to 'learn to lead'			<p>Tailored lesson plans as well as assessment opportunities and CPD support throughout the year.</p> <p>This year, Year 4-6 will all take part in swimming lessons. No cost to the parent, swimming has been identified in the school and amplified since as an activity not widely participated outside of school and so more time will be given to it within the PE curriculum.</p> <p>Autumn Term: Year 5 attended (48 children) and instructed by an Aqualight swimming coach as well as PE lead and assistant. Additional classes given in Summer 1 also.</p> <p>Spring Term: Year 4 attend (33 children).</p> <p>Impact Year 5 children benefitted from 8 weeks of swimming. All improved in their self confidence within the water.</p> <p>Year 4 is one form entry. They were given 12 weeks of</p>	<p>make it enjoyable, differentiated and progressive</p> <p>Good practice is shared in department and whole school meetings</p> <p>Schemes of work are well written and shared with all staff</p>
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				<p>swimming. Results were excellent with the majority now able to swim between 10-25 metres and beyond.</p> <p>How do children learn to lead within PE lessons? What impact do these leadership skills have on the child and their contribution to whole school?</p> <p>Real PE offers a child-centred approach early on. Children learn to positively discuss another child's performance or skills as well as their own.</p>	
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Key outcome indicator 3: 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>
Achieve Gold School Games Mark Award	Meet with Natalie Lawrence from Northamptonshire Sport to assist with this. Ensure this is a year-round	£0		How did planning and reviewing your school's position against the criteria	Ensure SLT are clear on the report outcomes are supportive of areas to be developed

	<p>scheme to develop meaningful opportunities for all pupils and whole school development</p> <ul style="list-style-type: none"> Collect necessary evidence throughout the year. <p>Share scheme with all staff and ask for their support to achieve desired award level</p>			<p>lead to positive changes within the school?</p> <p>The school was awarded the Gold School Games Mark. Awarded by Northamptonshire Sport.</p>	<p>Celebrate success and improvements with staff and the wider community</p>
<p>Continue to take part in events and competitions organised through Northamptonshire Sport</p>	<p>Enter into events and competitions with the support of Rhino Academy sports coaches to provide additional teaching of skills required to support children</p>	<p>£0</p>		<p>Impact</p> <p>Y4/5/6 Cross Country 30 children took part. 1 child went through to county finals and came 16th.</p> <p>Year 4 gymnastics competition Children were required to learn routines so as to perform to a judge in a competitive setting. This took</p>	<p>Continue with use of Rhino Sports Academy coaches to provide additional skills to further support children when entering events.</p>

				<p>dedication, home support and involved Year 6 young leaders (and previous competitors) to support in their training, to discuss and answer any questions that they may have had on their event. The group learnt new skills and improved their routines during weeks of training.</p> <p>Also took part in the following events: Y3/4 Athletics KS2 Multisport Festival Y5/6 Key Steps Gymnastics KS2 Multisport Festival Net/Wall Y3/4 Mini Red Tennis Y3/4 Quadkids Athletics Y5/6 Quadkids Athletics Y5/6 Cricket</p>	
Share and celebrate achievements in PE, school sport and physical activity	<p>Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly</p> <ul style="list-style-type: none"> • Use school digital system to publicly share success from within and outside of school • Use social media to highlight school sport 	£0		<p>Sport is celebrated in worships and through sports newsletters, produced fortnightly. This can range to an outcome from a competition to a success in a PE lesson or support given to prepare for something.</p>	<p>Regularly update social media platforms</p> <p>Update school newsletters</p>

	<p>success and progress within PE</p> <p>Consider how the School Games Values or school values could be used to reward behaviours</p>			<p>On attending an event outside of school, a child is given the school's PE kit which they always feel proud to put on and gives them a sense of belonging.</p> <p>Impact children have been celebrated for their achievements in assemblies, on social media and on newsletters going out to all parents.</p>	
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Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved?</i> <i>How many people have benefited?</i> <i>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>
Offer a diverse and needs led extra-curricular programme	<p>Rhino Sports Academy to provide after-school club for 5 days a week from 3.15pm-4.15pm. A range of activities to be included.</p> <p>Rhino Sports Academy to provide half term clubs with a discounted price for pupil premium children.</p>	See above	See above	<p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)?</p> <p>30 spaces available at each session each week: Monday – Multisport Tuesday - Basketball Wednesday - Gymnastics Thursday - Football</p>	<p>Evaluate attendance at each club and adjust offer accordingly</p> <p>Use child voice to influence and clubs/activities offered</p>

				<p>Friday - Performing Arts</p> <p>What were the percentages of girls and boys, and years groups represented within the clubs?</p> <p>Which clubs were the most popular? Gymnastics, football and performing arts</p> <p>A range of clubs are on offer before school and at lunchtime. Before school clubs provide an opportunity for children to arrive to school on time or as a before school provision, this is often seen when siblings are enrolled in the same club.</p> <p>Rhino Sports Academy to take over from after school homework club.</p> <p>Impact Parents sign their children up to each club online, therefore being able to see all information including dates and times easily.</p>	
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				<p>Parents enjoy the longevity of the clubs, providing stability to access arrangements.</p> <p>The rise in living costs has potentially impacted on participation levels and subsidised or free clubs will be offered from the Summer term.</p>	
Provide opportunities for children identified as Able & Talented to access higher level learning opportunities	<p>Support children and parents to access a pathway into more advanced pathways in sport. E.g. County basketball trials.</p> <p>PE lead to discuss potential children with staff to nominate children who exhibit higher level learning potential in basketball.</p>	£0 cost to school		<p>How many children accessed these trials?</p> <p>5 children selected for the programme in Years 5/6</p>	<p>Northamptonshire Sport to support schools to develop relationships and pathways with local community sports clubs</p> <p>Northamptonshire Sport to support schools to identify particular opportunities for individual children.</p>

Key outcome indicator 5: Increased participation in competitive sport

INTENT	IMPLEMENTATION		IMPACT		
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved?</i> <i>How many people have benefited?</i> <i>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>
Provide opportunities for children with SEND to access appropriate competitions	Identify children with SEND and consider their disability before providing competitive opportunities in mainstream, Inclusive, Project ability or Intra-School competitions	See above	See above	<p>How many children with SEND accessed Intra-School competitions: All children in Years 3-6 access intra competitions 4 out of 14 children from ks2 (28%) were entered into events</p> <p>Impact Autumn Inter-School competitions: Multi sports festivals</p> <p>Children representing their school in a competitive situation. All children were encouraged by each other and came out with personal as well as group achievements.</p> <p>Impact Spring Inter-School competitions: Multi sports festivals</p>	<p>Incorporate inclusive sports into core curriculum lessons</p> <p>Provide opportunities for children with SEND to undertake leadership training</p>

				A real sense of accomplishment was experienced.	
Provide opportunities for all children to access personal challenge activities	<p>Organise and deliver a series of Personal Challenge opportunities</p> <ul style="list-style-type: none"> • Ensure activities are School Games compliant • Deploy young leaders and/or staff to facilitate the opportunities <p>Consider how these competitions could be linked to whole school house systems</p>	£0	£0	<p>How many children participated? All children participate in personal challenges as part of the PE curriculum.</p> <p>How and when did you provide the opportunities? The PE lessons provide this opportunity as well as Rhino sports coaches during all lunchtimes.</p>	<p>Review the delivery of Personal Challenge activities – consider who participated and how more children can be engaged in the future.</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more personal challenge activities</p>
Provide opportunities for all children to access Intra-School Competitions	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> • Ensure activities are School Games compliant – consider accessing NSport resources • Deploy young leaders and/or staff to facilitate the opportunities 	See above	See above	<p>How many children participated in at least one Intra-School competition? All children in Years 3-6 participate in this level of competition and is linked to our curriculum.</p> <p>Impact The decision to change the structure of the competitions has been decided to give the child a positive competitive opportunity. Where one child may be happy in a competitive setting, another is not and therefore such an event could</p>	<p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities</p>

				<p>create a negative impact there on after.</p> <p>To centre the competition around the child has provided them with opportunities to take part, win, lose and build resilience.</p>	
<p>Provide opportunities for broad range of children to access Inter-School Competitions</p>	<p>Access School Sport Partnership or Cluster organised Inter-School competitions</p> <ul style="list-style-type: none"> • Ensure activities are School Games compliant • Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children • Ensure children are adequately prepared for the competitions to ensure a positive competition experience Consider how school representatives are rewarded for the achievements 	<p>See above</p>	<p>See above</p>	<p>What competitions did you attend?</p> <p>Throughout the year: Performance category = 4 Broadening category = 2 Development category = 5</p> <p>How many different children represented the school? 130 children</p> <p>Impact – Autumn: Preparation and participation was successful with individual and group successes as well as personal achievements: -Town Cross Country: this saw an opportunity for the children that achieved highly in the school competition to then go up against and more difficult competition. This proved encouraging for some to race against a similar ability and</p>	<p>Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals</p> <p>Upskill young leaders to support practice sessions and team management roles and responsibilities at the competitions</p> <p>Use of sports coaches to support children with preparation</p>

				<p>more challenging for others who no longer could be placed at the top. 1 child was selected for county championships in January.</p> <p>Gymnastics competition: Preparation for other competitions occurred in a child's lunchtime or during the school day. Both showing a commitment to the child but also an importance put on sport by the school that preparation is important.</p> <p>Impact - Spring: 3 competitions were accessed this term.</p> <p>Impact - Summer: 4 competition accessed. All had successes and mentions in newsletters and assemblies.</p>	
Extend opportunities for children to represent their school, whilst exploring new sports and activities in a safe and	<p>Access Multisport Festivals planned and delivered by Cluster host secondary school</p> <ul style="list-style-type: none"> Select children who are unlikely to represent the 	See above	See above	<p>How many children participated in a festival?</p> <p>36 children across 3 events</p> <p>Impact</p>	<p>Support children to transition into extra-curricular clubs</p> <p>Identify activities that the children enjoyed at the festivals and explore how they</p>

friendly festival environment	school in other sports opportunities Select children who need the opportunity to have a positive experience of school sport and/or need to be rewarded for the their efforts in PE and/or extra-curricular clubs			Developing a sense of achievement. Introducing children into other areas of sport that they may not have previously considered or been exposed to.	could be offered more frequently within school
Provide access to transport to enable children and staff to access opportunities	Access to transport where required to take children to competitions and events	See above	See above	<p>Consider the cost of the transport against the impact the opportunities have on the children and whole school?</p> <p>Links with Thomas Becket Secondary school and their use of their minibus. Updated 'Use of private vehicles use' within Trips policy to enable that on occasions children are able to be transported in staff vehicles following to Trust policy.</p>	

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

Completed by:	Natasha Maddison				Date:	5/06/23		
Document updated	9/9/20	17/11/20	28/1/20	24/3/21	5/6/23			

How to use & not use the funding

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

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

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

Sustainable improvement

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

Active mile

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

What your funding should not be used for

You should not use your funding to:

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

Capital Expenditure

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

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

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

Accountability

You are accountable for how you use the PE and sport premium funding allocated to you. The funding must be spent for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered. As part of their role, governors and academy trustees should monitor:

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

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

Online reporting

You must publish details of how you spend your PE and sport premium funding by 31 July 2023 at the latest. Online reporting must clearly show:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent or will be spent before the end of the academic year
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be sustainable in the future

You must also publish the percentage of pupils within your year 6 cohort in the 2022 to 2023 academic year who met the national curriculum requirement to:

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

Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school. It is essential to retain attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

Review of online reports

School online reporting will be monitored by DfE. DfE will look at a selection of schools' online reports to confirm that use of the PE and sport premium described in the report meets the requirements outlined within this guidance and the conditions of grant document. Where concerns or discrepancies are identified the department will make contact with the school to address and investigate these fully. In the event that any concerns are confirmed, appropriate and proportionate action will be taken against the school, which may include action to recover funding from the school.

Payment dates for 2022 to 2023

Maintained schools, including PRUs and general hospitals

Maintained schools, including PRUs and general hospitals, do not receive funding directly from DfE.

We give the funding to your local authority and they pass it on to you. We give local authorities PE and sport premium funding for maintained schools in 2 separate payments. They receive:

- 7/12 of your funding allocation on 31 October 2022
- 5/12 of your funding allocation on 28 April 2023

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

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

Academies, free schools and CTCs

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

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

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

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

Non-maintained special schools

We send non-maintained special schools their PE and sport premium funding in 2 separate payments. You receive:

- 7/12 of your funding with the first payment you have scheduled with us after 8 November 2022
- 5/12 of your funding with the first payment you have scheduled with us after 3 May 2023