

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

2021/22

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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](#).

Funding Available for 2021/22

DfE: Conditions of Grant - Underspend

The 2020/21 Conditions of Grant were updated to include an **in-year variation regarding the funding**.

Any unspent funding at 31 July 2021 can be carried forward into the 2021 to 2022 academic year. This applies to unspent funding from the 2020 to 2021 academic year, and also to any unspent, carry over funding from the academic year 2019 to 2020. All funding carried forward into the 2021 to 2022 academic year must be spent by 31 July 2022.

Please, now see our Budget Summary below which identifies any Underspend, our 2021/22 Premium and our Total Funding available for 2021/22. This is then followed by our 2021/22 Action Plan including related COVID19 Safe-Practice measures.

Budget Summary for 2021/22

Total amount of any unspent funding at 31st July, 2021, to be carried forward	-	£5,750
2021/22 Premium	-	£ 16, 520

Total Funding for 2021/22*	£22,270
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*To be spent and reported upon by 31st July 2022.

PE Lead Self-Review (Tracking & Monitoring)
COVID: PESSPA Safe Practice - Action Plan Delivery - Budget (Including any Underspend)

To support you to track and monitor COVID: PESSPA safe practice, the delivery of your Action Plan, and to meet the deadline for spending any Underspend carried over from the last two years, please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you allocate any Underspend.

1. COVID: PESSPA Safe Practice

Is COVID: PESSPA Safe Practice being followed by staff and children across your school / academy?	End of Term 1	End of Term 3	End of Term 5
	yes	Yes	Yes

2. Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 1	End of Term 3	End of Term 5
	yes	yes	yes

3. Budget: Underspend

Has any identified Underspend from the last two years been spent by <u>31st July 2022?</u>	Yes	No	NA
	v		



COVID19: PE, School Sport & Physical Activity (PESSPA) Safe Practice

With regards to the planning (Intent) of what we want to achieve this year, we have ensured that we have referred to all national and local COVID19 guidance available at the time in relation to each of the PE & Sport Premium Outcome Indicators.

With regards to delivery (Implementation) of our Action Plan we will amend any actions as appropriate in line with any new guidance as it emerges.

Specifically, with regards to delivery, we will adhere to all latest national COVID19 guidance including the requirements relating to:

- ✓ *The engagement of external providers to work alongside children and staff in a range of roles including teaching / coaching, extra-curricular activity provision, competition, leadership training, and CPD.*
- ✓ *Visiting and using external sites and facilities*
- ✓ *The safe use of sports equipment and resources including all hygiene protocol*
- ✓ *Competitive opportunities both within our academy and against other schools and academies*

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above.	33%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	33%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	33%
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?	Yes/No

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: 2021/22		Total fund (Including any Underspend): £22,250		Date Updated: 19 th July 2022	
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: 72.3 %
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: Red = Underspend	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 Working with Martin Smith from GAT to develop OAA opportunities Active playtime training for staff 		£2400 (GAT package)	Evidence: <ul style="list-style-type: none"> Class teachers engaged in Active learning Photographs of outdoor learning OAA support delivered 2nd February 2022 – Active Playground training for staff 26th April 2022 – Super Me training for staff Extended extra curriculum Sport and Physical Activity programme 	
	2. Active Sensory Opportunities <ul style="list-style-type: none"> Resource and deliver sensory circuits and the sensory mile to address pupils’ sensory and 		£ 2086		
					The school subscribed to Teach Active in December 2021. All the teachers, learning mentors and cover supervisors have access to online Active Maths and Active English lesson plans. 12 th May – Teach active training session 3 rd May – all the support staff had Active Playground 26 th April 2022 – teachers and support staff had Super Me training Sensory toys and equipment have been purchased to

	<p>physical needs and promote attention.</p> <ul style="list-style-type: none"> Activities available in class and around school e.g. sensory circuits, daily mile, balance-ability and at break and lunch e.g. dodgeball, badminton, basketball, football, adapted multi-sports. <p>3. Encourage the teachers to incorporate other curricular links with P.E. across their teaching and learning programme</p> <ul style="list-style-type: none"> Active Maths and MOT training delivered by Maths Lead and PE lead Implement Active English Teach Active subscription <p>4. Ensure the all the students have opportunity to engage in 30 minutes a day healthy, physical activity</p> <ul style="list-style-type: none"> Promote the use of “ 5 a day” during wet play, PE warm ups, Just dance, Go Noodle <p>5. Purchase additional equipment, resources and storage to support Healthy Active Engagement Programmes</p>	<p>£975</p> <p>Part of GAT package</p> <p>£ 4700</p>	<p>Outcome for staff:</p> <ul style="list-style-type: none"> Greater understanding of using Active Maths and Active English in the classrooms <p>Outcomes for children:</p> <ul style="list-style-type: none"> Wider knowledge and understanding of a range of different sports Greater understanding of how to keep themselves fit and healthy (body and mind) Greater understanding of applying mathematics in nature (e.g. Fibonacci sequence) Using Maths skills in different sports (e.g. tally chart to record the score) Problem Solving Resilience Exploration and Engagement with the environment Wider opportunities to engage in different types of sport 	<p>support and address the students’ sensory and physical needs. (trampette, sensory panels, sensory balls, balance equipment, play tunnels, etc)</p> <p>The school subscribed to Teach Active in December 2021. All the teachers, learning mentors and cover supervisors have access to online Active Maths and Active English lesson plans. 12th May – Teach active training session</p> <p>EYFS had access to soft play area/ playground Lower Phase -Students had access to their own sensory circuit/ courtyard Middle phase - Students had access to their own sensory circuit, bikes, scooters, etc</p>
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	<ul style="list-style-type: none"> • Continue to use and re-stock the playground equipment to support engagement for children at lunchtimes • Purchase range of PE equipment and sensory equipment • Purchase class set of pedometers • Use pedometers throughout Academy to improve participation in physical activity, to count the number of steps taken during exercise and take opportunities to promote the importance of a healthy lifestyle. • Develop an inter-class competition based on number of steps achieved. <p>6. Develop a playtime team to engage the students in active playtime</p> <p>Play leaders to work alongside support staff at lunch times to encourage children to participate in a wider range of sports</p>	<p>£ 2592</p>	<p>Evidence</p> <ul style="list-style-type: none"> • We have implemented provision in the area of sensory needs which include proprioception (sense where the body is in space) and vestibular (sense of balance) to support the assessment of need in children with autism. • Training and support provided for the physical development co-ordinator and classroom staff • The physical development co-ordinator also liaises with other therapy services, primary phase leader and principal/SENCO. <p>Impact / Outcomes for Staff</p> <ul style="list-style-type: none"> • As a result of the training and support, the physical development co-ordinator and classroom staff are more confident in the completion of motor programmes and the monitoring of the appropriateness of those programmes. <p>Impact / Outcomes for Children:</p>	<p>Acquisition of a new PE equipment: badminton, tennis, basketball, volleyball, bikes, lacrosse, tricycles, balance bikes, Gym apparatus, outside fitness equipment for KS1 and KS2 students, sensory circuit equipment</p> <p>EYFS had access to soft play area. Lower Phase -Students had access to their own sensory circuit Middle phase - Students had access to their own sensory circuit</p> <p>Outside fitness equipment for KS1 and KS2 students have been purchased. Children's Arm and Pedal Bike - Great for building hand-eye coordination, balance and stamina. This is a tricky exercise but one that will give the children great results. Excellent for cardiovascular strength and</p>
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	<p>7. Targeting non-engagement</p> <ul style="list-style-type: none"> • Review participation registers to identify non-participants • Use pupil voice and new assessment format to target areas of non-participation. This could be including more non-traditional sports at break 		<ul style="list-style-type: none"> • Pupils’ sensory and physical needs addressed more effectively • Enhanced pupil attention promoted <p>Evidence</p> <ul style="list-style-type: none"> • 30 Minute a Day eTracker audit complete • Activities taking place on a regular basis using sensory circuits, Daily Mile etc • 30 minutes a Day activity timetabled in for every class • Extended Extra-Curricular Sport and Physical Activity Programme • Participation Registers • Pupil voice • Staff voice <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 	<p>improving balance</p> <p>Children’s Double Air Walker This one will really get your heart racing, working abs, thighs and buttocks.</p> <p>Children’s Rider - Burning energy and building strength and tone in the upper arms and shoulders.</p> <p>Children’s Elliptical Cross Trainer - working the full body helping to tone and burn energy</p> <p>Mencap programme –</p> <p>The programme is designed to encourage students to take part in a sport and physical activity challenge. The aim of the challenge is for students to complete a marathon of 26 hours of fun, physical activities – where one hour equates to one mile of the marathon</p> <p>Virgin Mini Marathon – the students had to walk/jog/run 2.6 miles to raise money for MAC Millan Cancer Support</p> <p>Project rugby – delivered by Northampton Saints coach</p> <p>Wheelchair rugby – delivered by Northampton Saints coach</p>
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	<p>times with children working in their own spaces</p> <ul style="list-style-type: none"> • Offer some extra opportunities (Northampton Saints and Mencap All Move Programme) 		<p>participating in and achieving their 30 minutes a day daily target</p> <ul style="list-style-type: none"> • Fitness levels for all, but with a particular focus on the less active children, will increase. • The 30 minutes a day will mean children get a 'change in cognitive activity' and their focus and concentration will increase during lesson times. 	<p>Next steps:</p> <p>Increased awareness of the wide range of different types of healthy activity available</p> <ul style="list-style-type: none"> • 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
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

4.7 %

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: Red = Underspend	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	Strategic Approach with focus on wellbeing <ul style="list-style-type: none"> • PE Lead and teachers to develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy 	£ 300	Evidence: <ul style="list-style-type: none"> • Staff will have a greater understanding of simple, practical activities to support the development of children's well-being • Staff voice • Pupil vice 	To provide staff with training to ensure the PE lessons are good and outstanding <ul style="list-style-type: none"> • Staff questionnaires and pupil voices were carried out • To involve parents to take part/attend in different sports events

	<p>eating</p> <ul style="list-style-type: none"> • Class teachers/ PE Lead to link and use Cornerstones curriculum PE lessons to support extra activity linked to the themed learning project for the term • Ensure PE and Sport Premium Plans are embedded within and inform the WholeSchool SIP <p>Develop the profile of PE through whole school displays which celebrate the curriculum, children’s achievements and links to other curriculum areas</p> <ul style="list-style-type: none"> • Display boards to promote the range of; sports taught in school, clubs on offer, competitions entered, extra • Charity events • Displays to showcase links with other areas of the curriculum • Celebrations shared in the PE newsletter, on the website and social media 		<p>Impact - Increased pupil:</p> <ul style="list-style-type: none"> • Learning in other areas of the curriculum • Development of positive learning behaviours such as resilience, selfregulation, self-confidence, self-esteem. • Wellbeing, acknowledgement of own emotions and behaviours. • Engagement in PE lessons and enhanced development of personal and social skills and behaviour • Engagement in lessons as a result of 30 minute a day activities • Experience of competition against self and others • Experience and understanding of rules and scoring systems <p>Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship</p> <ul style="list-style-type: none"> • Confidence and enjoyment of sport and games 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 the feeling of achieving their best • Experience of gaining awards and 	<p>The parents got involved with he Sports DAY</p> <ul style="list-style-type: none"> • Parents involved in the Mencap All Move programme • End of each term PE Newsletter • Super me sessions— Practical Activities to develop health and well-being of the students <p>Impact / outcomes for children:</p> <ul style="list-style-type: none"> • Development of self-esteem • A better understanding of their own emotions and behaviours • Children know how to use simple movements to help them relax and focus their minds • Helps children to find the superhero power inside themselves, to have the confidence and resilience to tackle different situations <p>Students took part in Virgin Mini-marathon and raised money for MacMillan Cancer support</p> <p>As part of Black History Month – students took part in African Dance workshop</p>
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			<p>certificates and the feelings of achievement • Sense of belonging</p> <ul style="list-style-type: none"> • Ability to transfer skills to support learning across the school <p>Evidence</p> <ul style="list-style-type: none"> • Increase in Top-Up Swimming sessions • Swimming and Water-safety data <p>Impact</p> <ul style="list-style-type: none"> • More children achieving national Swimming and Water-Safety targets particularly safe-self rescue • School performance against national targets improved 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: 10 %	
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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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>1. Staff CPD Programme – engage Allison Consultancy to provide further CPD to enhance the delivery of PE</p> <ul style="list-style-type: none"> • PE Learning Walks to help identify needs 2nd February – Active Playtime delivered by Allison Consultancy • 26th April – Super me – delivered 	Part of GAT Programme	<p>Evidence:</p> <ul style="list-style-type: none"> • Active Maths training delivered by Maths Lead • Sensory circuit training delivered by trained staff and professionals • Training for PE lead – 2 days 	PE Leader and 'Allison Consultancy' work with LA's and lunchtime staff to develop physical activity and playtime at lunchtimes and break 3 rd May – all the support staff had Active Playground 26 th April 2022 – teachers and support staff had Super Me

	<p>by Allison Consultancy</p> <ul style="list-style-type: none"> • Jabadao training for EYFS staff Developmental Movement Play <p>(The Feeling of Me - sensory processing How children build the felt sense of their body. Focusing on 4 core body senses - Touch, Proprioception, Vestibular & Interoception.)</p> <p>2. CPD for the PE Leader</p> <ul style="list-style-type: none"> • Access a series of Central CPD days tailored to PE leaders and designed to support the enhancement of the PE curriculum. • 3 x Central GAT PE Co-ordinator Network Development Days Includes input from national providers, networking opportunities and sharing of resources. Due to COVID these meeting maybe done remotely moving forward but will still be attended and allow good practise to be shared. Support to include: <ul style="list-style-type: none"> • Updates and guidance on latest national and Trust requirements with regards to COVID19 PESSPA SafePractice <ul style="list-style-type: none"> • 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 	<p>£180</p>	<p>delivered by Allison Consultancy - 24th November 2021</p> <ul style="list-style-type: none"> • 30th November 2021 • All classes using New PE MAPs • Enhanced pupil progress and attainment data for PE in place <ul style="list-style-type: none"> • Discussions with / audit of staff and children <p>Evidence</p> <ul style="list-style-type: none"> • In-school 3 training days from Allison Consultancy taking place (TBA) • New PE Curriculum Map in place • All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete • Enhanced student progress and attainment data for PE available • Lesson Observations / PE Learning walks • Discussions with staff • PE Lead accessing and monitoring assessments across the academy <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff 	<p>training</p> <ul style="list-style-type: none"> • To ensure the scheme of work is shared and provided to teachers, help them plan and teach in progression of skills <p>Jabadao training for EYFS staff Developmental Movement Play</p> <p>(The Feeling of Me - sensory processing How children build the felt sense of their body. Focusing on 4 core body senses - Touch, Proprioception, Vestibular & Interoception.)</p> <p>Three in-house PE training sessions for the PE leader delivered by GAT and Alison Consultancy</p> <p>New PE Curriculum subject overview has been developed by the PE Leader</p> <p>PE leader shared the intent, implementation and the impact of the PE curriculum</p> <p>PE Leader shared the long term and medium term plans with all staff</p> <p>SOW with lessons plans available for all staff to access</p> <p>All Risk assessments have been updated and shared with all</p>
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	<p>due to COVID19</p> <ul style="list-style-type: none"> • Sharing of best practice to support pupil well-being • Ofsted Inspection (2019) – including Deep Dives in PE • 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 • Supply teachers to cover the Pe teacher/lead <p>3. Purchase the “Sport Plan” resource.</p> <ul style="list-style-type: none"> • 14,000 creative ideas across 18 sports. Each drill has an animated diagram, full explanation and progressions. • 500 tried and tested ready to go lesson plans <ul style="list-style-type: none"> • School Membership Below 100 Pupils- Association for Physical Education • 	<p>£2000</p> <p>Part of GAT Package</p> <p>£ 63</p>	<p>and children</p> <ul style="list-style-type: none"> • Greater understanding of National Curriculum PE, what is currently being provided and key actions to enhance and develop planned provision • PE Curriculum extended • Clearer understanding of 30 Minute a Day requirement • Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons • Increased confidence in making and recording assessments in PE • This will support enhanced planning and delivery of PE lessons based on targeted needs of our children • Sustainability: new resource in place and can be used year on year • 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 • PE Lead upskilled and ready 	<p>staff</p> <p>B-squared for PE has been introduced in December 2021 and it has been used to assess the students’ progress in PE. Assessments are very cleared for all teachers.</p> <ul style="list-style-type: none"> • To develop a tracker to assess the students progress and the students which fall behind <p>The PE leader/ teacher has completed the Level 5 Certificate in Primary School Physical Education Specialism</p> <p>To enrol on Level 6 Award in Primary School Physical Education Subject Leadership</p> <p>Next steps:</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
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		<p>to support implementation of PE assessment system</p> <p>Impact / Outcomes for children:</p> <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 receive a broad and balanced offer within and beyond the curriculum • Children engaged in enhanced, more effective PE lessons • Enhanced student understanding of and learning across all four areas of National Curriculum PE <p>Evidence</p> <ul style="list-style-type: none"> • Staff audit complete • Specialist support provided to meet identified need <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Identification of strengths and areas of staff need with regards to 	<p>support for staff and children where required</p> <ul style="list-style-type: none"> • PE Lead upskilled and ready to support implementation of PE assessment system • Identification of strengths and areas of staff need with regards to training • Increased PESSPA opportunities provided by staff
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	<p>4. Staff Voice</p> <ul style="list-style-type: none"> • Staff to complete audit to identify further CPD needs • PE Co-ordinator to use resources from Allison Consultancy to complete new audit of Staff PESSPA CPD needs • Staff re-visit their CPD audit of strength and needs • Based on outcomes of audit PE specialists to bespoke in-school support for staff delivering PE across the school 	<p>training</p> <ul style="list-style-type: none"> • More effective subject leadership • Subsequent CPD bespoke to meet identified needs <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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>			<p>Percentage of total allocation:</p>
<p>11.7%</p>			
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	

	<ul style="list-style-type: none"> • Taster sessions • Organise a whole school national sports week event <ul style="list-style-type: none"> • Organise a whole school sports event <p>5. Students given opportunities to try new physical activities through Northamptonshire Inclusive Sports and GAT Sports events.</p> <p>6. Provide the opportunities for children to attend different sporting activities at lunch times and during after school clubs</p> <ul style="list-style-type: none"> • Clubs to include some of the ‘Workshop’ activities • identified above and the following: <ul style="list-style-type: none"> • Cricket • Gymnastics • Multi-sports (different sport each week) • Dodgeball • Football • <p>7. Acquire and develop new skills through different physical activities</p> <ul style="list-style-type: none"> • Horse riding opportunities • Ice skating • Bike ability • Scooter ability • Rock climbing • Forest school 	<p>£ 4280</p>	<p>clubs</p>	<p>Year 7 students attend horse riding sessions :</p> <ul style="list-style-type: none"> • Promotes health and fitness. ... • Improves social skills and builds relationships. ... • Teaches self-discipline and problem solving. .Boosts self confidence and well-being. <ul style="list-style-type: none"> • GAT events rescheduled for 2022-2023 <p>Next steps:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Introduce Forest School sessions
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.3 %
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: Red = Underspend	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	<ol style="list-style-type: none"> GAT Programme <ul style="list-style-type: none"> Access to GAT competitions Supply cover for staff to attend both the above. Participate in an increased range of competitive Opportunities against self and others <ul style="list-style-type: none"> Northamptonshire Inclusive Sports Inclusive PE sports Young leaders training and delivery sessions School Games Mark – Achieve silver GAT Sports events. Develop intra school competitions using young leaders <ul style="list-style-type: none"> Standard Partnership Primary Special School Membership academic year 2021/2022 	£150	<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 <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons <p>Leading to the following outcomes accessible by all students.</p> <p>Increased student:</p> <ul style="list-style-type: none"> Experience of competition against self and others Virtual School Games 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 	<p>Students took part in Interschool games</p> <p>KS2 – Boccia and New Age Curling competitions</p> <p>KS3 – Boccia Competitions – County finals – 5th Place</p> <p>To continue with participation in different sports competitions level 1-level 3</p> <p>Sports Leaders help with delivering the Sports Days across the whole academy</p> <p>Next steps:</p> <ul style="list-style-type: none"> Opportunities to participate in a wider variety of activities Awareness of the importance of physical activity and health Socialisation with other children from other academies/ backgrounds

		importance of good sportsmanship <ul style="list-style-type: none"> • Confidence • Enjoyment of sport across the academy • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other academies/ backgrounds Experience of sense of well-being and the feeling of achieving their best	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Sonia Iancu
Date:	22/7/2022
Governor:	
Date:	

Total amount of any unspent funding at 31st July, 2022 = £2,044