

PE and School Sport Premium 2018/2019

Evidencing the impact and sustainability of the programme

School Name	Kings Meadow School
Head Teacher	Helen McCormack
PE Coordinator	Philip Clayton, PE Lead & Sasha Lees, senior leader with responsibility for sports premium

PE and School Sport Premium – The Purpose

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2018 to 2019 academic year, to encourage the development of healthy, active lifestyles.

Vision - Government

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport

Vision – School

Our overall school aim is to help all pupils who have previously found school a challenge become independent, lifelong learners who are able to regulate and manage their own feelings and behaviour. We have an ethos of “can do” rather than the children feeling they “can't do.”

Sports Premium will be used to improve engagement of all pupils in regular physical activity by raising the profile of PE across the school, allowing pupils additional opportunities and encouraging participation in competitive sport.

Objectives

Schools must use the funding to make **additional and sustainable** improvements to the quality of physical education (PE), physical activity and sport they offer. This means that Kings Meadow School will use the premium to:

- i) Develop or add to the PE, physical activity and sport activities that our school already offers
- ii) Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Key outcome indicators; updated for 2018/2019

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

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Review of PE and School Sport Premium expenditure 2018/2019

Key priorities to date	Key achievements / What worked well <i>What evidence is there of impact on your objectives</i>	Key Learning / What will change next year (2019/2020) <i>Does this impact reflect value for money in terms of the budget allocated</i>
1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school	(To be completed at end of the year)	Monitor engagement and participation more fully. Develop a robust tracking system
2. The profile of PE and sport is raised across the school as a tool for		

whole-school improvement		
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport		
4. Broader experience of a range of sports and activities offered to all pupils		
5. Increased participation in competitive sport		

Meeting national curriculum requirements for SWIMMING and WATER SAFETY

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 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.

You should not use your funding to...

- ✗ Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of your core staffing budget.
- ✗ Teach the minimum requirements of the national curriculum – with the exception of top-up swimming lessons after pupils’ completion of core lessons (or, in the case of academies and free schools, to teach your existing PE curriculum).
- ✗ Fund capital expenditure.

Schools are required to 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
Swim competently, confidently and proficiently over a distance of at least 25 metres	0%	8.6%*
Use a range of strokes effectively; front crawl, backstroke and breaststroke	0%	5.7%*
Perform safe self-rescue in different water-based situations	0%	0%*
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 and funding for this purpose?	N/A	N/A

**Our pupils all have a variety of complex learning needs, and therefore their achievement levels will differ to those from within mainstream primary schools. Through our 2018/2019 curriculum swimming programme we have seen a significant improvement in the number of pupils who demonstrate confidence within the water compared to previous years. We have developed methods to support our pupils to achieve this level of confidence and from this point will now work with the*

pupils to grow this confidence into introducing more structured swimming provision. For our pupils this has been a significant achievement and we are proud of their achievements

PE and School Sport Development Plan

2018/2019 Total funding allocated	£16,350 £16,000 + £10 per pupil (Year 1 – Year 6)			
Key outcome indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school	Planned Expenditure: % of total allocation:	£2100 13%	Actual expenditure: % of total allocation:	
Key outcome indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:	£1000 6%	Actual expenditure: % of total allocation:	
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	£5500 33.5%	Actual expenditure: % of total allocation:	
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	£5005 30.5%	Actual expenditure: % of total allocation:	
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	£2750 17%	Actual expenditure: % of total allocation:	

Key outcome indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school						
School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact <i>Baseline measure: 2017/2018</i> <i>Tracking progress: actual delivery 2018/2019</i>	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Provide 'active starters' to the start and throughout the day to prepare pupils for learning	Use Go Noodle to provide a platform for staff to lead and deliver a series of active starters throughout the day to prepare the pupils for learning and support them to focus on a given task.	£0	£0	Lesson planning/rationale – teachers discussing their selected activities and understanding the reasoning for their choices. Pupil Voice	2017/2018 Baseline: Children not keen to engage. Teachers unsure of the programme 2018/2019 Tracking: Children engaging fully – notes reflected on debrief sheets. Teachers able to easily select class appropriate activities.	Explore other resources to use within the classroom Network with other schools to identify suitable resources

Evaluate the structure of lunchtime activity periods	<ul style="list-style-type: none"> - Review the current structure of lunchtime provision; food and active recreation - Consider a more structured approach to the delivery of physical activity during lunchtimes - Consider the deployment of staff during this time - Consider the upskilling of staff and purchasing of equipment to make the venture successful 	£350 (resources)	£	<ul style="list-style-type: none"> Track behaviour incidents Observations Pupils voice Staff evaluations/reviews 	<p>2017/2018 Baseline: Only class activities take place. Children did not have opportunities to interact with pupils in other classes.</p> <p>2018/2019 Tracking: Children now join in with others. Children learning to move independently around the school. Children learning to make choices and attend chosen activity. Staff having opportunity to interact with a wider range of pupils.</p>	<ul style="list-style-type: none"> Upskilling and deployment of Young Leaders. Training opportunities for staff. Review popularity of activities Consider how transitions between activities are managed to support emotional regulation
Review the physical activity intensity levels of core curriculum lessons	<ul style="list-style-type: none"> Use the Active School Planner to complete Heat Maps for a range of classes and year groups - Use Heat Maps to reflect on current physical activity levels - PE Coordinator to work with class teachers to consider ways to increase activity levels - Explore resources available to help increase physical activity levels in core curriculum, lessons 	£750	£599.73	<ul style="list-style-type: none"> Produce Heat Maps for a number of classes Review Heat Maps over a number of academic terms to demonstrate change Develop a resource portfolio for all staff to access 	<p>2017/2018 Baseline: Not required for School Games Mark applications in 2017/2018</p> <p>2018/2019 Tracking: Not yet completed.</p>	<ul style="list-style-type: none"> Staff to access training as required. Resource portfolio to be updated and added to regularly. Staff share ideas in curriculum or whole staff meetings.
Ensure all pupils receive consistently high-quality curriculum PE lessons which allows each pupil to develop a good physical literacy	<ul style="list-style-type: none"> Ensure all pupils have 1 hour of timetabled PE per week plus an additional 1 hour of school sport per week - Ensure PE lessons are well structured and are 	£0	£0	<ul style="list-style-type: none"> Track pupils progress in PE using Classroom Monitor. Monitor and evaluate pupil's enjoyment and interest in PE lessons 	<p>2017/2018 Baseline: PE coaches taught each class separately.</p> <p>2018/2019 Tracking: This has continued with some regrouping of classes to ensure effective differentiation and better progress for individual pupils.</p>	<ul style="list-style-type: none"> Embed new ideas within schemes of work and lesson plans Share good practice at whole school meetings

	<p>progressive in their delivery</p> <ul style="list-style-type: none"> - Ensure PE lessons are differentiated to enable all pupils to reach their potential 			Classroom observation of gross and fine motor skills		Explore the use of resources to develop ideas and enjoyment within the sessions
Provide more opportunities for pupils to access outdoor activities and practically demonstrate that physical activity can take many different forms	<p>Use the Forest Schools programme to drive the opportunity for more outdoor learning and learning through doing</p> <ul style="list-style-type: none"> - Purchase adequate outdoor clothing to allow the pupils to undertake outdoor activity safely and positively 	£1000	£	<p>Lesson observations</p> <p>Pupils voice</p> <p>Photos</p> <p>Register of those participating and any associated behaviour incidents.</p> <p>Achievement/attainment</p>	<p>2017/2018 Baseline: Forest school activities (off-site) took place weekly (one class, for a block of 5-6 weeks).</p> <p>2018/2019 Tracking: Due to changes in forest areas it has not been possible to attend the same site. New site options are being explored and sought. However, outdoor learning days using the school site have happened termly as an interim measure. Observations and pupil voice indicate a good level of pupil engagement and enjoyment.</p> <p>Reduced challenging behaviours during forest school activities on site suggests positive impact and higher levels of engagement. It also suggests that pupils are better able to manage unfamiliar situations.</p>	<p>Embed ideas and good practice into lesson planning and delivery</p> <p>Monitor and evaluate lessons</p> <p>Explore opportunity to take the pupils off site for more enhanced learning environments</p>

Key outcome indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement						
School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact <i>Baseline measure: 2017/2018</i> <i>Tracking progress: actual delivery 2018/2019</i>	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Expand the development of specific sports and activities to extra-curricular time	Introduce sports and activities to pupils during PE lessons and then allow pupils to explore and develop their skills and interests at lunchtimes.	£500	£	<p>Observations</p> <p>Pupils review</p> <p>Staff evaluations</p>	<p>2017/2018 Baseline: Very few teacher-led opportunities took place outside of regular PE teaching.</p> <p>2018/2019 Tracking: Lunchtime activities extended. Due to the success of this, looking to</p>	<p>Staff Training opportunities</p> <p>Young Leader Training opportunities</p>

	<ul style="list-style-type: none"> - Purchase necessary equipment to allow the sport/activity to expand - Consider how the sessions can continue to be structured and developed 				<p>extend the number of days these activities are available for 2019-20.</p> <p>Year 5/6 teacher-led additional activities/sports sessions take place (Friday afternoons)</p>	
Retain Schools Games Mark Award – Silver Award	<p>Use the 2018/2019 School Games Mark Criteria and SSP Action Plan to embed good practice and develop new initiatives and opportunities as a year-round programme.</p> <ul style="list-style-type: none"> - Collect necessary evidence throughout the academic year - Identify pupils in advance of events who will represent the school - Share scheme and previous success of award with whole school staff 	£0	£	<p>School Games Mark SSP Action Plan</p> <p>School Games Mark Evidence Folder</p>	<p>2017/2018 Baseline: School successfully achieved Silver School Games Mark Award in 2017/2018.</p> <p>2018/2019 Tracking: 2018/2019 School Games Mark criteria has been received and action plan made available via Northampton SSP</p>	<p>Retain or seek to improve on Award level – explore criteria in advance</p> <p>Raise awareness of the Award scheme with staff through staff meetings</p> <p>Celebrate success with parents and wider community</p> <p>Ensure good practice is embedded and delivered by all</p>
Extend opportunities for pupils to learn, develop and embed key leadership skills and qualities through a Young Leader workforce programme	<p>Use an appropriate scheme to upskill a cohort of young leaders who will be suitably trained to support the delivery of a wide range of activities from Intra School Competitions to fundraising days etc...</p> <ul style="list-style-type: none"> - Identify suitable staff to deliver the training/work with the leaders 	£500	£	<p>Young Leader Log Books</p> <p>Session Observations</p> <p>Reports</p> <p>Attendance registers</p>	<p>2017/2018 Baseline: No young leader progress in place.</p> <p>2018/2019 Tracking: To be developed 2019-20</p>	<p>Teachers observe Young Leaders delivery and provide opportunity to feedback and review their delivery – support mechanisms in place to further develop leaders</p>

	<ul style="list-style-type: none"> - Identify appropriate events for the Young leaders to support which will allow them to gain positive and meaningful experiences 					
Share and celebrate the achievements of pupils and teams in PE and School Sport	<ul style="list-style-type: none"> - Use a school noticeboard and/or school digital system/website to share pupils and teams' successes. - Use the school newsletter or social media to promote on a half termly basis the successes and achievements of teams and pupils through PE and School Sport. - Consider using School Games Values and/or School values to reward and recognise pupils' achievements 	£0	£	<p>Schools Newsletters</p> <p>Social Media reports</p> <p>Photos</p> <p>Celebration Assemblies</p>	<p>2017/2018 Baseline: Sports teams and events celebrated in whole school assemblies, following the attended event.</p> <p>2018/2019 Tracking: As above.</p> <p>2019-20 – establish a sports display board and add additional information about successes to school website.</p>	<p>Engage pupils through writing reports for the news outlets.</p> <p>Keep the noticeboard/digital system/website up to date – ask pupils to take responsibility for this</p> <p>Display board in school to demonstrate engagement in sports and sporting activity.</p> <p>Regularly updated information on the school website to evidence engagement and participation in events.</p>

Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport						
School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact <i>Baseline measure: 2017/2018</i> <i>Tracking progress: actual delivery 2018/2019</i>	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Promote high quality teaching and learning from all staff	Undertake a training needs analysis of all staff <ul style="list-style-type: none"> - Identify appropriate training workshops and teaching resources to support staff to further 	£250 (real PE – Jasmine) £250 (real Gym)	£	Teaching walks Lesson Observations Staff Surveys	<p>2017/2018 Baseline: Staff confidence varies with the teaching of PE across the school. PE and gymnastics coaches in place to support teacher CPD.</p> <p>2018/2019 Tracking:</p>	<p>Share good practice within whole school meetings/training days</p> <p>Ensure availability of up to date resources</p>

	<ul style="list-style-type: none"> improve their quality of PE teaching - Purchase the real PE Jasmine licence to allow all a consistent approach to the delivery of PE across the whole school - Explore the opportunity to upskill staff in real Gym to sustain Gymnastics provision 			Pupils evaluations	Not yet completed.	
Deployment of sports specialists to upskill staff	<ul style="list-style-type: none"> - Work with Northampton Town Football in the Community Scheme to upskill staff to deliver a range of games and activities – work with the coach who has specialist knowledge and experience in the SEND field - Work with Val Sabin to showcase how gymnastics lessons can be delivered using her resources 	<p>£3000 NTFC</p> <p>£2000 Val Sabin- Gymnastics</p> <p>£500 Swimming Coach</p> <p>(Total Budget: £5500)</p>	<p>As at 06.03.19:</p> <p>£1534 NTFC</p> <p>£2000 Val Sabin</p> <p>£ 341.38 Swimming Coach</p> <p>(Total: £3865.38)</p>	<p>Lesson observations</p> <p>Staff reviews</p>	<p>2017/2018 Baseline:</p> <p>2018/2019 Tracking: Russell Lewis from NTFitC has been to support the delivery of curriculum PE lessons and has worked alongside members of staff. Russell has had a really positive response from the pupils and staff alike.</p> <p>Use pupil voice to support lesson evaluations.</p> <p>Progress and tracking completed by external coaches, detailing evidence of progress as well as personal observations on pupils.</p>	<p>Embed ideas and good practice within lesson plans and lessons</p> <p>Identify further training needs of staff to support them to deliver high quality provision</p>

Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils						
School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact <i>Baseline measure: 2017/2018</i> <i>Tracking progress: actual delivery 2018/2019</i>	Sustainability / Next Steps <i>How will this be maintained in future years?</i>

Expose the pupils to new physical activities and opportunities OFF the school site	<p>Seek opportunities that pupils have not accessed within school before to broaden their knowledge and interest of activities beyond the school gates</p> <ul style="list-style-type: none"> - Take the pupils to the Frontier Centre to experience Fencing under the supervision of experienced and knowledgeable Instructors - Look into developing club links with Northampton Trampoline Gymnastic Academy. 	<p>£400 Fencing</p> <p>£155 Trampolining</p>	<p>£396.78 Fencing</p> <p>£ Trampolining</p>	<p>Photos</p> <p>Pupils Voice</p> <p>Class observations</p> <p>Parental/Guardian feedback</p>	<p>2017/2018 Baseline:</p> <p>2018/2019 Tracking: Children went fencing. PE and history links.</p> <p>One class to go climbing linking PE/enjoyment/additional opportunities. Yoga being used throughout the school with a specialist (in-house) teacher promoting relaxation, reflection and core strength.</p>	<p>Embed ideas into the annual planning of activities</p> <p>Look to develop school to club links and provide the activity more regularly on the school site</p> <p>Upskill staff to sustain the activities beyond the external opportunity</p>
Expose the pupils to new physical activities and opportunities ON the school site	<p>Seek opportunities that pupils have not accessed within school before to broaden their knowledge and interest of activities</p> <ul style="list-style-type: none"> - Look into expanding the provision of cycling for more pupils and using Balanceability to develop fundamental lifelong learning skills - Look into developing a weekly carousel of taster sessions, bringing in external providers where necessary 	<p>£1850 (Cycling)</p> <p>£100 (Year 6)</p>	<p>To date: £256 – Bike Service</p> <p>(Cycling)</p> <p>£ (Year 6)</p>	<p>Photos</p> <p>Pupils Voice</p> <p>Class observations</p> <p>Parental/Guardian feedback</p>	<p>2017/2018 Baseline:</p> <p>2018/2019 Tracking: Ongoing work through lunchtime groups, play opportunities (small group and 1:1),</p> <p>Use pupil voice 2019-20 to establish sporting interests of pupils across the school in order to find activities to match.</p>	<p>Embed ideas into the annual planning of activities</p> <p>Look to develop school to club links and provide the activity more regularly on the school site</p> <p>Upskill staff to sustain the activities beyond the external opportunity</p>
Develop links to local outdoor providers	Liaise with Adventure Ways to determine Outdoor and Adventurous	£2500	£2500	<p>Programme objectives</p> <p>Attendance registers</p>	<p>2017/2018 Baseline: Not used previously</p> <p>2018/2019 Tracking:</p>	Monitor and evaluate the relationship with the external organisation

	Activities that can offered to classes or individual pupils to support their individual needs			Pupil voice Parental/Guardian feedback	Two pupils have accessed Adventure Ways provision. The opportunity benefited both pupils. One pupil's behaviour improved significantly after a few weeks of work.	Evaluate the benefits to pupils
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Key outcome indicator 5: Increased participation in competitive sport						
School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact <i>Baseline measure: 2017/2018</i> <i>Tracking progress: actual delivery 2018/2019</i>	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Provide opportunities for SEND pupils to access appropriately levelled competitions	Identify SEND pupils and consider their abilities to access mainstream, inclusive or Project Ability competitions.	£0	£0	Team Registration Forms Photos Pupil reports	2017/2018 Baseline: 2018/2019 Tracking: We have been to five competitions this year with a mix of pupils, with a range of abilities.	Incorporate inclusive sports into curriculum delivery Recruit SEND pupils who can take on leadership responsibilities
Host a School Games Day (Sports Day) that culminates a year-round programme of PE and School Sport	<ul style="list-style-type: none"> - Develop a suitable format to engage all pupils within the school - Consider including Personal Challenge for the younger year groups to encourage healthy competition - Adequately prepare a cohort of leaders to plan and deliver the School Games Day 	£150	£0	School Games Day programme Photos Media reports Pupil reports	2017/2018 Baseline: Whole sports day attended by pupils and parents. Intra sports activities completed by all pupils, on several occasions. 2018/2019 Tracking: As above. 2019-20 develop sports leaders to lead and run intrasports.	Evaluate the success of the events <ul style="list-style-type: none"> - Parents feedback - Staff feedback - Pupil feedback

<p>Provide opportunities for all pupils to access Personal Challenge activities</p>	<p>Organise and deliver a series of Personal Challenge activities on your own school site</p> <ul style="list-style-type: none"> - Ensure activities are compliant with School Games formats - Upskill pupils to undertake on Young Leader roles to support the delivery of the competitions - Consider developing a personal challenge card so pupils can track their own progress 	<p>£250</p>	<p>£</p>	<p>Personal Challenge Tracking cards</p> <p>Participation Tracking</p>	<p>2017/2018 Baseline: This was not offered to pupils last year and it is fairly new to the School Games offer/programme</p> <p>2018/2019 Tracking:</p>	<p>Upskill a workforce; Young Leaders and adults to confidently plan and deliver a series of activity sessions</p>
<p>Provide opportunities for all pupils to access Intra-School Competition</p>	<p>Organise and deliver a series of Intra-School Competitions on your own school site</p> <ul style="list-style-type: none"> - Ensure competitions are compliant with School Games formats - Upskill pupils to undertake on Young Leader roles to support the delivery of the competitions 	<p>£150</p>	<p>£</p>	<p>Whole school House System</p> <p>Results sheets</p> <p>Photos</p> <p>Pupils reports</p>	<p>2017/2018 Baseline: Whole sports day attended by pupils and parents.</p> <p>Intra sports activities completed by all pupils, on several occasions.</p> <p>2018/2019 Tracking: Whole sports day – June 2019</p> <p>Intra sports activities completed by all pupils, on several occasions.</p>	<p>Upskill a workforce; Young Leaders and adults to confidently plan and deliver a series of competitions</p>
<p>Provide opportunities for pupils to access Inter School Competitions</p>	<p>Access Northampton School Sport Partnership Competitions</p> <ul style="list-style-type: none"> - Buy into the Northampton SSP Standard School offer - Ensure pupils are adequately prepared for the competitions 	<p>£200 (Affiliation)</p>	<p>£200 (Affiliation)</p>	<p>Competition results</p> <p>Photos</p> <p>Competition Reports</p>	<p>2017/2018 Baseline: Member of the Northampton SSP Standard School offer Accessed the following competitions: Year 5/6 Open Football KS2 New Age Kurling KS2 Goalball Year 4/5 Arrows Archery Year 5/6 Quadkids Athletics KS2 Inclusive Arrows Archery</p> <p>2018/2019 Tracking: Member of the Northampton SSP Standard School offer</p>	<p>Upskill Staff to confidently and competently manage teams at Inter School and County Finals School Games Competitions</p> <p>Upskill a Young Leader workforce to support staff</p>

					Accessed the following competitions: KS2 New Age Kurling KS2 Boccia Year 4/5 Arrows Archery	
Provide access to transport to enable pupils and staff to access opportunities	Utilise a minibus as required to allow pupils and staff to easily access PE and School Sport opportunities	£2000	£	Participation at events	2017/2018 Baseline: Minibus used frequently to attend sporting events and swimming lessons. 2018/2019 Tracking: Minibus used frequently to attend sporting events and swimming lessons. MIDAS training refreshed for staff.	

Accountability

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

Completed by:	Sasha Lees and Philip Clayton					Date:	
Document updated							

Department for Education guidance on how to use the Primary PE and Sport Premium – updated in October 2018

Schools must use the funding to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport you offer.

This means that you should use the premium to:

- ✓ Develop or add to the PE, physical activity and sport activities that your school already offers
- ✓ Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools can use the premium to secure improvements in the following indicators:

1. the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

For example, you can use your funding to:

- ✓ Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across your school
- ✓ Hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- ✓ Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- ✓ Support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- ✓ Enter or run more sport competitions
- ✓ Partner with other schools to run sports activities and clubs
- ✓ Increase pupils' participation in the School Games
- ✓ Encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- ✓ Raise attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2
- ✓ Embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

Active miles

Where schools choose to take part in an active mile, you should use your existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.

Raising attainment in primary school swimming

The premium can be used to:

- ✓ Fund the professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.
- ✓ 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.

Schools are required to publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements. Further details are in the [online reporting section](#).

You should not use your funding to:

- ✗ Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of your core staffing budgets
- ✗ Teach the minimum requirements of the national curriculum – with the exception of top-up swimming lessons after pupils' completion of core lessons (or, in the case of academies and free schools, to teach your existing PE curriculum)
- ✗ Fund capital expenditure

Accountability

Ofsted inspections

Ofsted assesses how primary schools use the primary PE and sport premium. They measure its impact on pupil outcomes, and how effectively governors hold school leaders to account for this.

You can find details of what inspectors look for in the 'effectiveness of leadership and management' section of the [Ofsted schools inspection handbook 2018](#).

Online reporting

You must publish details of how you spend your PE and sport premium funding by the end of the summer term or by 31 July 2019 at the latest. This is different to last year's (2017/2018) reporting deadline. Online reporting must include:

- ✓ The amount of premium received
- ✓ A full breakdown of how it has been spent
- ✓ The impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- ✓ How the improvements will be sustainable in the future

You are also required to publish the percentage of pupils within your year 6 cohort in the 2018 to 2019 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
- ✓ 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.

To help you plan, monitor and report on the impact of your spending, it's recommended that you download a template to record and publish your activity. We have commissioned partners in the physical education and school sport sector to develop a template. The template can be accessed through the Association for PE and Youth Sport Trust websites.

School compliance reviews

We will sample a number of schools in each local authority to review what they have published on their use of the funding and their swimming attainment. Schools are expected to spend the grant for the purpose it was provided only; to make additional and sustainable improvements to the PE, sport and physical activity offered.