

2020/2021 PE AND SPORT PREMIUM DEVELOPMENT PLAN

EVIDENCING THE IMPACT & SUSTAINABILITY

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation, and is central to meeting the government's ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement

SCHOOL

Newbottle and Charlton

HEAD TEACHER

Mr P Smith

PE COORDINATOR

Mrs V England / Miss H Dooley

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 2019 to 2020 academic year, to encourage the development of healthy, active lifestyles.

VISION: GOVERNMENT VISION

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 VISION

PESSPA is delivered regularly in a safe, supportive environment that promotes physical development and wellbeing and a positive relationship with physical activity for life. By experiencing a broad and varied curriculum, children know and understand what a healthy, active lifestyle is. They engage fully in fun activities that develop physical literacy and emotional and thinking skills, which underpin not just activity and sport but are transferable life skills that support whole school development.

FUNDING 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 Newbottle and Charlton will use the premium to:

- i) Develop or add to the PE, physical activity and sport activities that your 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 year

KEY OUTCOME INDICATORS: UPDATED 2020/2021

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

Key outcome indicator 1: Engagement of all pupils in regular physical activity

For example, by:

- Providing targeted activities or support to involve and encourage the least active children
- Encouraging active play during break times and lunchtimes
- Establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered, adopting an active mile initiative
- Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim

Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement

For example, by:

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

Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

For example, by:

- Providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- Hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities

Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils

For example, by:

- Introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities
- Partnering with other schools to run sport activities and clubs
- Providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations

Key outcome indicator 5: Increased participation in competitive sport

For example, by:

- Increasing 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

DRAFT - update

EVIDENCING THE IMPACT: REVIEW OF PE AND SCHOOL SPORT PREMIUM EXPENDITURE 2020/2021

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 (2021/2022) <i>Does this reflect value for money in terms of the budget allocated</i>
1. Engagement of all pupils in regular physical activity	<ul style="list-style-type: none"> • 2xcurriculum lessons / week active learning curriculum • Providing interventions and targeted activities (parkour) that supported the least active children • Intra school competitions at break and lunch • Early morning activity • Diverse curriculum • Swimming programme • Target group activities 	<p>An intra sports competition that raises the profile of school sport and supports school values.</p> <p>Support PE transition to secondary school</p> <p>Continue to work with new staff in use of Jasmine and the Create learning platform. Obtain resources and in school training for real gym.</p> <p>To further encourage 30 Golden minutes of activity through activities including the golden mile, active travel</p>
2. Profile of PE and sport is raised across the school as a tool for whole-school improvement	<ul style="list-style-type: none"> • Intra competition programme at break and lunch • Profile raised for inclusion sports (boccia and kurling) 	<p>Trophies and rewards for annual competitions</p> <p>Extend intra programme to lunch and through teacher delivery</p>
3. Increase confidence and skills of staff in teaching PE and Sport	<ul style="list-style-type: none"> • Staff continuing to deliver and team teach REAL PE alongside specialist PE teacher. • Applying assessment wheel and lesson assessments • Range of activities and outside providers, with teachers working alongside 	<ul style="list-style-type: none"> • Access all areas of real PE, including real Dance, real Gym • Online assessment wheel and tools used • Get clear lesson plans and assessments from providers applying intent, implementation, impact etc
4. Broader experience of a range of sports and activities offered to all pupils	<ul style="list-style-type: none"> • Introduction of racket sports including squash, badminton 	<ul style="list-style-type: none"> • Develop racket sports and school club links • Introduce dance / ballet activity

5. Increased participation in competitive sport	<ul style="list-style-type: none"> • Participation across a wide range of activities for a good percentage of children, including target group 	<ul style="list-style-type: none"> • Develop competitive opportunities with other local schools, targeting less competitive children • Increase range of activities ie archery etc
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DRAFT - update due Nov 2020

SWIMMING: MEETING NATIONAL CURRICULUM REQUIREMENT FOR SWIMMING & 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.

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
Swim competently, confidently and proficiently over a distance of at least 25 metres	100	100	100	67
Use a range of strokes effectively; front crawl, backstroke and breaststroke	100	100	93	75
Perform safe self-rescue in different water-based situations	100	100	100	100
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?	no	no	no	no

PE & SCHOOL SPORT DEVELOPMENT PLAN

2019/2020 Underspend ✓ Must be included in this document ✓ Must be spent by 31 st March 2021	4867.41	SUB TOTAL	4867.41
2020/2021 Funding ✓ Must be allocated and spent by 31 st July 2021	£16,000 + £10 per pupil (Year 1 – Year 6)	SUB TOTAL	16,890
GRAND TOTAL			£21,757

Key outcome indicator 1: Engagement of all pupils in regular physical activity

School Focus and intended impact <i>What do you want your pupils to learn and know?</i>	Actions to achieve Outcome <i>What do you need to do?</i>	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact/ Actual Outcome <i>How have pupils benefited? How many have been involved? What have you accessed?</i>	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Embed 'Golden mile' style activity	<ul style="list-style-type: none"> - Introduce and embed regular running sessions- complete L2 lap challenge - celebrate running - PE specialist delivers lunch time lap challenge 	PE specialist time	+PE specialist time*	Lap record (inter school event) ks2 4min run results Intraschool cross country participation in England does daily mile national initiative Active lives survey	Classes regularly run laps as part of active breaks. whole school participated in whole school inter cross-country and daily mile week 57% stated that they run OSHL on active lives survey	Lunchtime staff / leaders supervise lap run challenge as weekly event/ monthly event. One mile around village event / term Upgrade of playing field with funding for running track (not school funded)
Improve provision of fitness activities (including strength work) for active breaks and lunch. Extend this provision to targeted groups	<ul style="list-style-type: none"> -Purchase outdoor fitness resources - To focus on cv work and strength. - Employ PE specialist to deliver fitness sessions -Employ PE specialist to upskill teachers / lunchtime staff / TAs 	£5-8000	£8,249.46	Lunchtime fitness registers Lesson plans incorporating fitness resources. Extra-curricular club register Target group participation register	20-40 children on average from each KS bubble use the fitness equipment regularly at break and lunchtime pupil feedback is very positive. Fitness resources used in curriculum PE during summer term Fitness resources used in after school club for both keystages. 30% each key stage bubble regularly use fitness	Increase provision for strength work AFPE course tutor advises children should do strength work (climbing etc) 3x week. Reinstate gymnastics club and curriculum next year. Target groups for PE interventions. Physical activity surveys. Incorporate fitness equipment further, involving sports leaders to run challenges

					equipment at lunch lunchtime supervisors actively involved in supervising activity. After school club regularly use fitness resources. Teachers confident in delivering fitness sessions. 18 KS2 and 14 ks1 children attended afterschool club in summer term (including 4 target group in ks2 36%)	
Support transition to secondary PE	Work with local secondary PE teacher Jack Rose. Offer activity choice to year 5/6 pupils develop game play for year 5/6 pupils		Inc in Jack Rose salary	Timetable with Jack Rose class groupings class feedback target group register	All ks2 pupils took part in 3 organised events with Jack Rose. Students worked in specific target groups with a carousel or choice of activities. Pupil feedback for specific activity work was very positive	Continue this next year. Attend activities based at local secondary school. Increase involvement from other local secondary school (chenderit)

Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement

School Focus and intended impact <i>What do you want your pupils to learn and know?</i>	Actions to achieve Outcome <i>What do you need to do?</i>	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact/ Actual Outcome <i>How have pupils benefited? How many have been involved? What have you accessed?</i>	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
All pupils to be confident in skipping and regularly skip for fitness	Organise a school skipping day with George to promote new ideas for regular skipping ensure all children have skipping ropes	£300	£480	Photos skipping staff log and feedback newsletter	All pupils experienced skipping day 100% pupils in ks2 can now skip, before 4 couldn't. Staff and children re enthused by skipping Ks2 running 10min skipping / day Term 1	Ensure all new starters have a skipping rope maintain regular 10 min skipping breaks skipping club Skipping lunchtime days skipping challenges

					<p>"It was great, super inspirational! We do our ten minutes a day regularly and this definitely gave us some good ideas"</p> <p>School virtual tour portrays a 'skipping school' Newsletter feature</p>	
Maintain sports crew through training and supporting their projects	4 leaders to attend sports crew training. PE specialist to support their projects. Projects to be actively promoted through school newsletter and websites	£150	£94 Sportscrew training sportscrew tshirts + PE specialist time	Photos participation registers target group identified	<p>Sports crew identified active travel as a key area to develop. They organised a scoot to school break for each class during summer term. This was advertised in newsletter and text service</p> <p>18 in ash class</p> <p>21 in elm class (inc 4 from target group)</p>	<p>Scooter breaks to be made regular from September if feedback positive.</p> <p>Reinstate walking bus 1 day a week during 1st term and summer term.</p> <p>Scooter access and storage</p>
Continue with sports leader involvement in L1 and L2 activities across the year	Sports leaders to rotate each term in Birch class. Sports leaders to assist with break and lunchtime intra events and attend L2 competitions. PE specialist to train sports leaders		+PE specialist time*	Intra calendar of events sports leaders award Sports leaders log books	<p>Birch class all participated in a unit of sports leaders training in Autumn term</p> <p>12 sports leaders identified throughout the year.</p> <p>4 sports leaders engaged in Autumn term.</p> <p>Sports leaders involved in curriculum lessons but only limited intra and inter events due to COVID and bubbles.</p>	Continue full programme of leadership next year limited due to covid restrictions and bubbles

Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School Focus and intended impact <i>What do you want your pupils to learn and know?</i>	Actions to achieve Outcome <i>What do you need to do?</i>	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact/ Actual Outcome <i>How have pupils benefited? How many have been involved? What have you accessed?</i>	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Safe practice book AfPE	PE Specialist to attend inset and share findings	£45 £95	£95 £51.98	AFPE membership safe practice book purchased feedback info PE policy	PE uniform discussed and added to policy for next academic year	Update PE policy
Use qualified sports coaches and providers throughout the year to work alongside teachers and TAs to upskill and develop confidence	Provide a varied PE curriculum with outside providers delivering units football coach: Brackley Town trampolining: kits academy Quidditch: kits academy, racket sports, fitness programme SSCO Jack Rose to support curriculum delivery Tennis KS1/2 after school club	£1500	£700BTFC £1045KITS + PE specialist time*	PE timetable photographs Staff / pupil feedback coach session plans	T1 ks2 football BTFC T2 ks1 football: BTFC Extra curricular club also developed T1, 2 and 6. (ave 12) T3 Quidditch – reduced bubble T4 Quidditch – recovery curriculum T5 Teacher led racket pack and LTA youth tennis. PE specialist attended Youth Tennis inset and delivered inset to staff for this and racket ball 13 key stage 1 attended tennis club	Maintain use of coaches and varied activity. Survey staff for inset needs. Survey children for activity interests Real Dance inset Pursue squash
CPD for Real PE: to incorporate real foundations, real Dance and assessment wheel	Upgrade Real PE licence to cover all areas PE specialist: real PE	245	£495	Curriculum map assessment wheels Local authority review document	Staff all have access to real dance and trialled use of Jasmine for 1 term. Feedback mixed, generally positive All pupils have assessment wheel, limited input due to recovery curriculum	Assessment wheel and impact reports Real dance

					PE identified as 'strong subject in school' LA report	
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Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils

School Focus and intended impact What do you want your pupils to learn and know?	Actions to achieve Outcome What do you need to do?	Planned funding	Actual funding	Evidence What can you use to evidence the impact?	Actual Impact/ Actual Outcome How have pupils benefited? How many have been involved? What have you accessed?	Sustainability / Next Steps How will this be maintained in future years?
Broader knowledge and opportunity for students through racket sports and netball games	Complete inset in racket pack and LTA youth tennis programme and share this information across staff. Deliver a unit of badminton / tennis is curriculum time sports leaders support racket pack lunchtime club. Develop links with local squash club and use of mobile wall continue club links with tennis and badminton	400	£421.10 Racket pack resources £22.50 Foam balls +PE specialist lunchtime provision*	Curriculum inset record (participation certificates)	Racket pack resources purchased and lesson plans shared / made available. PE specialist attended LTA youth tennis inset and received £250 free resources used to purchase new nets and balls. PE specialist delivered badminton and tennis inset to staff who in turned delivered 6 curriculum lessons to all pupils. Links with tennis clubs continued through extra-curricular provision 8 year 6 students participated in intra pairs tennis tournament. 8 -12 students from each keystage regularly participated in lunchtime racket games. 13 ks1 students participated in extra	Purchase resources required to deliver tennis / badminton such as throw down lines etc Pursue links with squash, badminton local clubs (unfulfilled due to covid restrictions) Enter more racket sport competitipns

					curricular tennis with outside provider.	
Introduce greater provision for dance based activities including ballet	Employ local provider to deliver extra curricular dance / ballet to keystage 1 and 2 2 days a week		£0	Unfulfilled due to covid	Real Dance delivered by staff in curriculum lessons.	Develop for next academic year Real Dance Inset

Key outcome indicator 5: Increased participation in competitive sport

School Focus and intended impact <i>What do you want your pupils to learn and know?</i>	Actions to achieve Outcome <i>What do you need to do?</i>	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact/ Actual Outcome <i>How have pupils benefited? How many have been involved? What have you accessed?</i>	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Continue to offer wide provision of competitive opportunities through Northamptonshire Sport programme	Sign up to NSport provision buy into Local SSCO support Jack Rose	£1500	Jack Rose salary £1,015 NCC School games entry £160	N'sport virtual competition entry L2 comp at Magdalen PB challenges School Games Dashboard	Entered: ks1 kurling ks2 Kurling year 3/4 SHA Year 5/6 SHA Year 3/4 quad kids year 3/4 cricket Ks1 4 th place in L2 virtual inter kurling Ks2 lap challenge All virtual due to covid restrictions	Set up local comp with 1 or 2 close schools Adapt curriculum and lunch activities to support calendar of competition next year
School club links	Continue to promote school club links and develop further through clubs and taster days	£300		Club registers newsletters photographs	Tennis: Rosie Clarke Tennis. 13 attended summer club Cricket: chance to shine NCC. Taster cricket day held, 8 children continued to club Cricket: Evenley CC Football: Brackley Town. 14 attended summer club	Fund some clubs so more accessible to all Pursue dance, health and well being etc

					Squash: Brackley Squash Club	
*PE specialist salary		£9000	£7,080			

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:	V England				Date:	15 July 2021	
Document updated							

Department for Education guidance on how to use the Primary PE and Sport Premium – updated November 2019

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation, and is central to meeting the government's ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The [School Sport and Activity Action Plan](#) set out government's commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day, with a recommendation of 30 minutes of this delivered during the school day (in line with the [Chief Medical Officer guidelines](#) which recommend an average of at least 60 minutes per day across the week).

The PE and Sport Premium can help primary schools to achieve this aim, providing primary schools with £320m of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils. The [PE and Sport Premium survey](#) highlighted the significant impact which PE and Sport has had in many primary schools across England.

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

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.

What should you funding NOT be used for?

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 – the Department for Education does not set the capitalisation policy for each school. School business managers, school accountants and their auditors are best placed to advise on a school's agreed capitalisation policy

Schools compliance

Schools are accountable for their use of the PE and Sport Premium funding allocated to them. 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. Schools and local authorities must follow the terms and conditions in the [conditions of grant documents](#).

Ofsted inspections

Ofsted's new [Inspection Framework](#), which came into effect from September 2019, gives greater recognition to schools' work to support the personal development of pupils, such as the opportunities they have to learn about eating healthily and maintaining an active lifestyle. Inspectors will expect to see schools delivering a broad, ambitious education, including opportunities to be active during the school day and through extra-curricular activities. Schools should consider how they use their PE and Sport Premium to support this.

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 2020 at the latest. 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 swimming** 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.

Review of online reports

Schools' online reporting is monitored through an annual sample of schools in each local authority. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on premium funding and swimming attainment. The results are reported to the Department for Education, and also help to ensure that Active Partnerships can offer schools in their local area the most relevant support.

Useful websites

PE and sport Premium: conditions of the grant 2019 to 2020

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2019-to-2020>

PE and sport premium for primary schools

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

Association for Physical Education

<http://www.afpe.org.uk/physical-education/advice-on-sport-premium/>

Youth Sport Trust

<https://www.youthsporttrust.org/PE-sport-premium>