

# 2022/2023 PE AND SPORT PREMIUM DEVELOPMENT PLAN

## EVIDENCING THE IMPACT & SUSTAINABILITY

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

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

*Our vision is that we believe that it is important for children to take part in a range of both competitive and non-competitive sports and for everyone to be able to achieve their own personal goals. Through competition and challenge we want pupils to be able to celebrate the occasions when they are successful, whilst realising that teamwork and fair play has a key role to play in not only the sporting world but also their own lives.*

**SCHOOL**

**Boothville Primary**

**HEAD TEACHER**

**Miss R. Payne**

**PE COORDINATOR**

**Mr P. Mason**

## **PE & Sport Premium: Government intent**

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

## **PE & Sport Premium: School intent**

At Boothville Primary School we believe that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain their best physical and emotional development and good health. We deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe, such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Boothville Primary, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

## **Key outcome indicators: Updated 2022/2023**

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

### **Key outcome indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

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

### **Key outcome indicator 2: Engagement of all pupils in regular physical activity**

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

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

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

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

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

**Key outcome indicator 5: Increased participation in competitive sport**

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

## Evidencing the impact: Review of PE & Sport Premium expenditure 2022/2023

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2023/2024?
1. <b>Increase confidence and skills of staff in teaching PE and Sport</b>	House competitions – 97% of the school participated in these competitions – School Games competition were overseen by teaching, support staff and Young Leaders. This worked extremely well as the Young Leaders showed they had the competencies and abilities to lead on their own initiative in a fair and mature manner, with the support of an adult if required.	Continue to develop a culture of less ‘team’ competition and more individual skill competition for Key Stage 1 pupils to support them to build upon foundation skills and develop a required level of physical literacy. Use Young Leaders to act as role models and coaches.
	The Change4Life Programme continued to run with a dedicated member of staff. They have adapted the sessions to meet the needs of the pupils and provided a safe and secure setting for the cohort of pupils to try new things and learn how physical activity and a healthy lifestyle can benefit them.	Continue to include Boccia, and New Age Kurling in House Competition programme, adding arrows – ensure the Intra competition opportunities are inclusive to all pupils.
	Continued support from Northampton Saints has given every member of staff teaching PE, Rugby coaching. Staff have been able to observe, team teach and teach with support. This program has been overseen by Ben Lawrence, the Community Manager.	Focussed use of ‘Middle area’ lunchtime Young leaders for less active students who are identified by class teacher and the ‘sports participation’ spreadsheet from 2022/23 and ensure the activity sessions they plan and deliver are appropriate to engage the identified cohort in fun and physically active sessions.
	Training given with Drumfit.	C4L will continue to run into 2023/2024 with a new cohort of identified young people from our least active. We will be running this as an after school club with a qualified member of staff. Develop two after school clubs for our sporting ‘gifted and talented’ and our
	<b>Impact on PARTICIPATION</b> High levels of participation in all PE lessons (All pupils).	
	<b>Impact on ATTAINMENT</b> Increase in the level of skills taught and achieved across the school.	

		'development' children. For both clubs children are identified by class PE teacher.
2. Engagement of all pupils in regular physical activity	<p><b>Key ACHIEVEMENTS</b></p> <p>We have once again included Boccia, and New Age Kurling in House Competition programme – ensure the Intra schools competition opportunities are inclusive of all pupils.</p> <p>Young leaders to take a greater lead in the intra School Games Competitions and festivals for Key Stage 1</p> <p>Year groups staff planning a rotation of activities for our daily 30 active minutes in school.</p>	Via the School Council, pupils have expressed a need to explore different sports and physical activities. There is a need to retain and sustain involvement from pupils and this can be achieved through the provision of new opportunities either by the upskilling of staff to deliver new sports in curriculum time or through extra-curricular clubs or by bringing in qualified and experienced coaches. The following sports have been identified as a point of interest for the pupils; Golf, foot golf, badminton and sailing.
	<p><b>Impact on PARTICIPATION</b></p> <p>More students participating in sports (see Participation spreadsheet)</p>	
	<p><b>Impact on ATTAINMENT</b></p> <p>A higher level of achievement in both boys and girls team and individual competitions</p>	
3. Profile of PE and sport is raised across the school as a tool for whole-school improvement	<p><b>Key ACHIEVEMENTS</b></p> <p>School support staff have undertaken Swimming specific training to enable them to better support the delivery of high quality swimming lessons for all pupils. More specifically, the trained staff are able to access the pool with the pupils to provide reassurance and motivation. We believe this has directly impacted on the quality of our swimming lessons and the number of pupils achieving better swimming result.</p> <p>We bought into the ECB's Chance to Shine Scheme, Saints 'Gold' package to allow the deployment of a highly qualified and experienced coach to work alongside staff to upskill them to ensure all curriculum cricket lessons are of a high quality - staff also develop an understanding of how cricket/rugby specific skills can be applied to other sports and activities through development of core multi-ability skills and attributes</p>	<p>Develop a program for Year 6 'non-swimmers' to continue to have swimming lessons.</p> <p>Continue to provide opportunities for staff to access sport specific training courses of work alongside appropriately qualified and experienced sport specific coaches to allow them to embed skills and ideas into their own lesson planning and delivery;</p> <p>Focus on staff teaching P.E to attend the Real PE, Gym courses, and to use the Jasmine planning platform.</p>
	<p><b>Impact on PARTICIPATION</b></p> <p>Participation in extra-curricular clubs has continued to rise (most clubs full),</p>	

	along with children's participation in inter-school competition	Organise a whole school sports activity – possibly Santa fun run for charity.
	<b>Impact on ATTAINMENT</b> A higher level of achievement in both boys and girls team and individual competitions	
4. <b>Broader experience of a range of sports and activities offered to all pupils</b>	The school was able to maintain their comprehensive extra-curricular offer, enabling a place for every pupil to attend at least one session. Consideration needs to be given to the extra-curricular offer as it has been challenging to sustain high levels of attendance. Work was undertaken by the Sports Council to identify sports and activities desired by the pupils.	PE Coordinator will explore the possibility of setting up some new extra-curricular sports clubs at the request of the School Sports Council in the following sports; Golf, foot golf, badminton and sailing.  The sports council to complete a survey in September to look for club ideas.  A year 'clubs' timetable to be drafted
	At the start of the academic year to identify pupils who did not access any or very few extra-curricular opportunities in 2021/22 – targeted intervention was done with these pupils to engage them in activities. All staff at Boothville offered at least one 6 week after school club (Not only sports)	
	<b>Impact on PARTICIPATION</b> Highest number of attendees we have had attending after school clubs this year,	
	<b>Impact on ATTAINMENT</b> Continued attendance to clubs.	
5. <b>Increased participation in competitive sport</b>	<b>Key ACHIEVEMENTS</b> The school accessed 90+% of the Northampton SSP's School Games competition/event programme which was a great achievement and put the school as one of the highest engaged schools in the partnership. We have had huge success from all levels of competition, although the focus for us this year was to continue to offer more opportunities to more of our pupils to gain an experience from participating in a Level 2 School Games Competition, we are one of the biggest primary schools in the county and it is only right that the opportunity for pupils to access these opportunities is fairly distributed.	We would like to re-establish consistent links with our local schools to compete in a 'non-competitive' team games. This will be organised on a weekly basis, with different identified children. The 'event' is different each week. (Similar to our pre-covid arrangements)  The school will continue to offer another tier of competition (entering more teams in the weekly Friday Pacesetter cup), to provide even more opportunities for pupils at our
	Two staff allocated in selecting and training children to participate in the	

	<p>Pacesetter cup competitions. We set our own criteria for this competition; it was children must not have competed often in the level 2 competitions. Our former young leaders (Year 6) acted as team coaches.</p>	<p>large primary school to gain competitive experiences and have the opportunity to represent our school.</p>
	<p><b>Impact on PARTICIPATION</b> 81 % of our children represented the school in competition, the most we have had ever!</p>	<p>The school will continue to offer another tier of competition in the Pacesetter cup (Multiple comps, using some players who have not represented the school in Level 2 competition so far). This is to provide even more opportunities for pupils at our large primary school to gain competitive experiences and have the opportunity to represent our school.</p>
	<p><b>Impact on ATTAINMENT</b> The school represented the Partnership at the Level 3 games in many sports this year, the most we have ever had! More teams represented the school in the Pacesetter competitions.</p>	<p>The school have had an influx of young people with a disability starting at the school. PE Coordinator will explore with SENCo how these pupils can access more appropriate opportunities that are progressive and developmental allowing them to prepare for appropriately levelled competitions.</p> <p>Raise the number of SEND children participation in level 2 sport. We are planning to host SEND competitions at Boothville.</p>

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

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

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively, for example, front crawl, backstroke and breaststroke

- perform a safe self-rescue in different water-based situations

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

#### **You can use your funding for:**

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

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

Outcome	% of pupils achieving outcome				
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Swim competently, confidently and proficiently over a distance of at least 25 metres	88%	79%	0%*	0%*	80%
Use a range of strokes effectively; front crawl, backstroke and breaststroke	80%	71%	0%	0%	70%
Perform safe self-rescue in different water-based situations					65%
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. <b>Have you used any funding for this purpose?</b>	No pool availability	No pool availability - Covid	No pool availability - Covid	No pool availability	No pool availability

*\*Due to Covid Planned lesson were cancelled*



PE & Sport Premium: Development Plan				
2022/2023 Funding Must be allocated and spent in full by 31 <sup>st</sup> July 2023	<i>£16,000 + £10 per pupil (Year 1 – Year 6)</i>		<b><i>SUB TOTAL</i></b>	<b><i>£21,360 (£21,529.76) spent</i></b>
<b>Key outcome indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	<i>£5500</i>	Actual expenditure: % of total allocation:	<i>£5524 (25.8%)</i>
<b>Key outcome indicator 2:</b> Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	<i>£4000</i>	Actual expenditure: % of total allocation:	<i>£3235 (15.1%)</i>
<b>Key outcome indicator 3:</b> Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:	<i>£3000</i>	Actual expenditure: % of total allocation:	<i>£3250 (15.2%)</i>
<b>Key outcome indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	<i>£5000</i>	Actual expenditure: % of total allocation:	<i>£7961 (37%)</i>
<b>Key outcome indicator 5:</b> Increased participation in competitive sport	Planned Expenditure: % of total allocation:	<i>£3500</i>	Actual expenditure: % of total allocation:	<i>£1559.76 (7.3%)</i>

**Key outcome indicator 1:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

INTENT	IMPLEMENTATION			IMPACT	
<b>Objective/intended impact</b> What do you want to achieve?	<b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i>	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> <i>What have you achieved?</i> <i>How many people have benefited?</i> <i>What is the impact on pupils/whole school?</i>	<b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2022/2023?</i>
All staff to deliver high quality PE teaching and learning for all children	<b>Undertake a training needs analysis of all staff</b> <ul style="list-style-type: none"> <li>• <i>Staff to identify areas of training</i></li> <li>• <i>Appropriate internal or external training and/or resources to be identified and sourced</i></li> </ul>	£4000	<i>£369+£1960+2500 = £4829</i>	<i>What training opportunities were accessed by staff?</i> PE lead receives management time to ensure the curriculum is planned, being delivered and assessed appropriate as well as planning and preparing for the School Games events (including administration duties of letters, risk assessments and other paperwork).  Jasmine Active renewal and upgrade to include Real Dance and Real PE that is being followed by staff. Staff meeting = make clear PE intentions. Support given to staff who felt a lack of confidence, through lesson support, discussions.	Schemes of work are revised termly  Good practice and learning from courses is shared.  Resources are available and shared with staff

				<p>Apprentice training being monitored and supported. Level 2 Qualification supported in two sports Football (Completed Oct) &amp; Dodgeball.</p> <p><i>What resources were obtained?</i></p> <p>Jasmine, I-Moves, PE Planning and Drumfit subscriptions</p> <p><i>What training opportunities are accessed by staff?</i></p> <p>Real Gym Training – CJ, MS, MA</p> <p>Chance to shine – Year 1 Staff Year 3 + M.</p> <p>Smith</p> <p>Saints Rugby – PE Teachers</p> <table><tr><td>Year 1- Spr1</td><td>Year 2- Au2</td></tr><tr><td>Year 3- Su2</td><td>Year 4 – Spr2</td></tr><tr><td>Year 5- Au1</td><td>Year 1 – Su1</td></tr></table> <p>Chance to shine</p> <table><tr><td>Year 3 Su1</td><td>Year 6 Su2</td></tr></table> <p><i>How have training and/or resources contributed to improved PE provision?</i></p> <p>Used as part of PE Scheme. Staff development.</p>	Year 1- Spr1	Year 2- Au2	Year 3- Su2	Year 4 – Spr2	Year 5- Au1	Year 1 – Su1	Year 3 Su1	Year 6 Su2	
Year 1- Spr1	Year 2- Au2												
Year 3- Su2	Year 4 – Spr2												
Year 5- Au1	Year 1 – Su1												
Year 3 Su1	Year 6 Su2												

				<b>Evidence:</b> curriculum planning, timetables, lesson, sports council feedback	
Understand the local, regional and national PE, school sport and physical activity landscape	<p>Use a variety of platforms to keep up to date with changes to the sporting landscape and seek to engage in opportunities that could benefit staff and children.</p> <p>We have registered with organisations considered experts within the field of PE, school sport and physical activity. This has included the Youth Sport Trust, Sport England, Northamptonshire Sport, AfPE, Northampton Saints, Steelbacks and Football Club.</p>	£200	£0	<p><i>What local, regional or national events or campaigns have the school engaged in?</i></p> <p>We have been involved with School Games, Youth Sport Trust, Sport England, Northamptonshire Sport</p>	<p>Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities</p> <p>Share important messages with all staff</p>
Create an Assessment tool for staff to use. It has to be manageable and meaningful and lead students	<p>It has to be manageable and meaningful and lead students to the next stage of learning.</p> <ul style="list-style-type: none"> <li>• Ability to track high achievers for a more able program to be organised.</li> <li>• Ability to track children who struggle or</li> </ul>		£695	<p>We have started a colour coded tracking scheme at the beginning of the year but has now being updated to a whole school approach including all subjects</p>	

	<p>disengaged for a support program to be organised.</p> <ul style="list-style-type: none"> <li>• Whole school monitoring system that can be used throughout primary school years.</li> </ul>				
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## Key outcome indicator 2: Engagement of all pupils in regular physical activity

INTENT	IMPLEMENTATION			IMPACT	
<b>Objective/intended impact</b> What do you want to achieve?	<b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i>	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> <i>What have you achieved?</i> <i>How many people have benefited?</i> <i>What is the impact on pupils/whole school?</i>	<b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2022/2023?</i>
Have tailored opportunities that attract children who are least active and/or those who have been most affected by Covid-19 to participate in regular physical activity	<i>Plan a multiskill approached physical activity programme for an identified cohort of children.</i> Pupils identified that are less active and engaged through the Change4Life club and through signposting to extracurricular clubs and playground activity.	£0	£0	<i>How many children have accessed the programme over the term/academic year?</i> Spring 1 - 12 Year 5 Children Spring 2 – 10 Year 4 children  <b>Evidence:</b> Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments	Track the transition of children into extra-curricular clubs and provision in the community  Upskilling and deployment of staff and young leaders Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities
Review physical activity time and intensity levels across the curriculum timetable	<i>Use the Active School Planner as a tool to visually demonstrate to staff when during the day children are</i>	£0	£0	<i>What did the 1<sup>st</sup> phase Heat Maps look like?</i> Lower level activity out of PE lessons	Staff see the use of a visual tool to enable them to consider and instigate change

	<p><i>inactive.</i></p> <p>PM to assist teachers to produce a Heat Map for their class.</p> <p>PM to review the Heat Map with the class teacher</p>			<p><i>What did the 2<sup>nd</sup> phase Heat Maps look like?</i></p> <p>Improved level of activity in lessons, as well as timetabled daily 30 active mins.</p> <p><i>Did the teacher change anything to increase the amount of time the children were active within the curriculum?</i></p> <p>Active minutes introduced. Lessons also added physical activities were appropriate, this included 'Brain breaks'</p> <p><i>Can the school demonstrate that every child is offered/accessing 30 active minutes each day?</i></p> <p>Yes</p> <p><b>Evidence:</b> A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</p>	<p>SLT understand and value the tool and encourage staff to undertake on a termly basis</p> <p>Staff are able to influence resource choices to support their new approach</p> <p>Staff share good practice and resources that have helped to increase the quality and quantity of physical activity time within the curriculum</p>
Ensure all children receive consistently high-quality curriculum PE lessons which allows each child to develop a good physical literacy	<p><b>Provision for high-quality curriculum PE for ALL children</b></p> <ul style="list-style-type: none"> <li>• <i>Ensure lessons are well structured, differentiated and progressive</i></li> </ul> <p>Provide opportunities for all children to 'learn to lead'.</p>	<p>£0</p> <p>(Teacher CPD costs outlined in section 3)</p>	£0	<p><b>How many hours of curriculum PE is each year group receiving?</b></p> <p>2 hours</p> <p><b>How do you ensure that every child is reaching their PE potential?</b></p> <p>Tracking and student/teacher</p>	<p>PE is regarded by all staff as the core curriculum subject it is</p> <p>Staff are motivated and enthused to teach it and have the subject knowledge to make it enjoyable,</p>

	PM to review PE 'New' curriculum map termly. <ul style="list-style-type: none"> <li>• Look at previous learning – does it link?</li> <li>• Differentiation in lessons</li> <li>• Extra support needed?</li> <li>• Next year steps</li> </ul>			evaluations  <b>Evidence:</b> Curriculum timetables, short, medium and long terms planning, photos, Assessment, behaviour, enjoyment	differentiated and progressive  Good practice is shared in department and whole school meetings  Schemes of work are well written and shared with all staff
Purchase of new Playground Equipment	Different free time activities that are not only taught in lessons	£2500	£3100	Encouraging the 60 active minutes. (30 mins in school)	Discuss with new sports council and look at increasing participation and diversity of equipment. Focus on Gender use and least active
Aim for children to have an average of at least 60 minutes of moderate intensity physical activity a day across the week. (30 mins in school and 30 mins at home).	Engage all staff in implementing 30 active minutes a day for ALL children. <ul style="list-style-type: none"> <li>• Sept training day launch to staff. Give staff ideas how to achieve</li> <li>• Involve sports council in ideas how to achieve.</li> <li>• Active breaks to allow the children freedom to interact with others in a</li> </ul>		£135	All year groups have a weekly timetable offering different daily activities (except on two PE timetabled days) – activities have included health track, playground/field activities, Just Dance, Active maths, etc. Staff have also encouraged 'Active Lessons'	Continue to develop our active minute timetable  Restart our lunchtime 'Kids Marathon'  Continue to discuss alternate extracurricular clubs.

	relaxed manner.				
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### Key outcome indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact What do you want to achieve?	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2022/2023?</i>
Continue to be a Northampton SSP Enhanced School	<p><i>Ensure opportunities are added to the school diary at the earliest opportunity</i></p> <p>Regularly engaged with the Cluster SSCo; SSCo will provide 1-2-1 support to schools, deliver the cluster aspect of the programme such as Multisport Festivals and support school and will support the delivery, embedding and review of the real Leaders programme</p>	£3,250	£3250	<p><i>What has the school gained by being an SSP Enhanced School?</i></p> <p>Participation in the School Games has been valuable for school vs. school competitions (planned from Year 3) as well as other festival events (planned from Year 1). Links with Northamptonshire Sport, and cluster primary schools creating invaluable support and guidance. Providing inclusive opportunities for children due to the competition structure in Years 3- 6. Giving children access to the Able &amp; Talented programme in Years 4-6. Years 5 participating in the</p>	<p>Internally review and evaluate the school's engagement against the outcomes of the programme – what have been the school's greatest achievements, could these outcomes be gained by other means?</p> <p>Continue fully involved in each activity offered ensuring ALL children have an opportunity to participate – use the participation tracking system.</p>



				<p>Real Leaders programme. Regular support from the SS Co for the subject leader.</p> <p><b>Evidence:</b> Network Meetings, Cluster meetings, SSP tracking sheet, attendance at events</p>	
Sustain Platinum School Games Mark Award	<p>Use the 2022/2023 School Games Mark Action Plan to ensure this is a year-round scheme to develop meaningful opportunities for all pupils and whole school development</p> <ul style="list-style-type: none"> <li>• <i>Collect necessary evidence throughout the year</i></li> <li>• <i>Share scheme with all staff and ask for their support to achieve desired award level</i></li> </ul>	£0	£0	<p>We have automatically achieved platinum this year but it will be good to keep present standards maintained and improved.</p> <p><b>Evidence:</b> action plan and necessary evidence associated for the award level</p>	<p>Raise awareness of the tool and report in whole school meetings</p> <p>Ensure SLT are clear on the report outcomes are supportive of areas to be developed</p> <p>Celebrate success and improvements with staff and the wider community.</p> <p>Plan for next year's Platinum Award and what our focus will be on.</p>
Extend opportunities for children to learn, develop and embed leadership skills and attributes through a young leader workforce	<p>Use the real Leaders scheme of work to upskill a cohort of confident and knowledgeable young leaders.</p> <p>Use the real Leaders Action Plan to support in the planning and implementation of the training.</p>	£0 (Incl. in Enhanced Membership)	£0	<p><i>How many young people have accessed core leadership training?</i></p> <p>30 x Year 5 children accessed the initial core training (Sept) by Natalie from Northamptonshire Sport</p> <p><i>What roles were the young</i></p>	<p>Recruit previously training young leaders to take on mentoring roles and responsibilities</p> <p>Consider how higher level leadership training and deployment opportunities can be provided.</p>

				<p><i>leaders deployed to undertake? What impact did they have on whole school?</i></p> <p>Au1 Yr 2 Lunchtime club (x4 lunchtimes)</p> <p>Au1 Yr 2 Lunchtime club (x4 lunchtimes)</p> <p>Sp1 Yr 2+ Yr3 Lunchtime club (x4 lunchtimes)</p> <p>Sp2 Yr 1, Yr3 (x2), Yr4 Lunchtime club (x4 lunchtimes)</p> <p>Su1 Yr 1, Yr3 (x3), Yr4 Lunchtime club(x5 lunchtimes)</p> <p>Su2 Yr 1, Yr3 (x3), Yr4 Lunchtime club(x5 lunchtimes)</p> <p><i>What has this training given the young leaders?</i></p> <p>Increased confidence to lead</p> <p>Positive feeling of self.</p> <p><b>Evidence:</b> photos, deployment plans, observations</p>	Use some of the Yr5 (going into Yr6) Young Leaders to form our new sports council.
Bring together a cohort of young leaders to form the School Sport council who will influence and have a voice for all children in all thing PE, school sport and physical activity	<p><i>Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school.</i></p> <p>8 x Yr6 children selected – 2 children from each house.</p> <p><i>How the meetings will be structured and items to be discussed – can there be a 2-way process with the main school council?</i></p>	£100	£0	<p><i>What were the main objectives for the group?</i></p> <p>Become a student voice.</p> <ul style="list-style-type: none"> <li>• Help choose Clubs</li> <li>• Organise intra sports</li> <li>• Student surveys</li> <li>• Sports bloggs</li> </ul> <p><i>What impact did this group of children have on the whole school?</i></p> <p>Student involvement.</p>	<p>Ensure Year 5 children are co-opted into the group to provide sustainability and continuation within the group year on year</p> <p>SLT to consider ways to provide the group with meaningful opportunities for influencing and decision making within the whole school</p>

				Good role models  <b>Evidence:</b> meeting minutes, reports, celebrations	Provide a suitable platform for the voice of the children to be heard and taken seriously
Share and celebrate achievements in PE, school sport and physical activity	<i>Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly</i> <ul style="list-style-type: none"> <li>• Use a noticeboard to publicly share success from within and outside of school</li> <li>• Use school sports Blog to highlight school sport success and progress within PE</li> </ul>	£	£0	<i>What has been celebrated?</i> House competitions School team participants recognised. Young Leaders SAS children <i>How has it been celebrated?</i> School newsletter Weekly Assemblies End of Year Assembly Nsport Awards Evening School blog Notice board Photo wall <i>How have our children been rewarded and recognised for their efforts and achievements?</i> Medals, Certificates, recognition  <b>Evidence:</b> newsletters, blogs, social media, photos, assemblies	Regularly update noticeboards and social media platforms  Engage children to contribute to school newsletters and/or managing the noticeboards  Consider how the School Games Values or school values could be used to reward behaviours  Year/class Sports star of the term award to be discussed with new sports council – linking with the school games values.

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

INTENT	IMPLEMENTATION	IMPACT
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Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
Offer a diverse and needs led extra-curricular programme	<p><i>Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable</i></p> <ul style="list-style-type: none"> <li><i>Review success and attendance of opportunities in the previous academic year</i></li> <li><i>Allow children to have a voice and influence what is offered</i></li> <li><i>Explore and evaluate the costs and benefits of using external providers</i></li> <li><i>Thoroughly check for appropriate qualifications and experience before deploying external providers</i></li> </ul> <p><i>Explore internal opportunities to provide training to upskill staff to lead on clubs</i></p> <p>See school website for</p>	£5000	£1400+£605+£2358+£2099+£1499=£8196	<p><i>How many children accessed an extra-curricular club for at least 6 weeks (half a term)?</i></p> <p>Autumn Term = 183 children Spring Term = 177 children Summer Term = 201 children</p> <p><i>What were the percentages of girls and boys, and years groups represented within the clubs?</i></p> <p>Autumn Term 59% Boys 41% Girls Spring Term 47% Boys 53% Girls Summer Term 51% Boys 49% Girls</p> <p><b>Evidence:</b> registers, photos</p>	<p>Evaluate attendance at each club and adjust offer accordingly</p> <p>Use child voice (via sports council) to influence and engage specific cohorts of young people</p> <p>Re-employ Sammy Socceros for a more diverse offer of club activities.</p> <p>Continue our 'Open' and 'Girls only' clubs.</p>

	Extra-curricular club offer.  New Equipment (and service) for halls.				
Develop meaningful links to local sports clubs to develop pathways for children to move from school to community	<p><i>Acquire knowledge about local community sports providers</i></p> <ul style="list-style-type: none"> <li>Consider links to clubs where the sport is either popular within school or attendance at clubs is high</li> <li>Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards</li> </ul> <p>Consider how the relationship can be reciprocal.</p>	£0	£ Costed above	<p><i>What clubs have you developed links with?</i></p> <p>MAB Gymnastics Nton steelbacks – children directed to local teams. Nton Saints – children directed to local teams. Chapel Brampton Golf Club</p> <p><i>How have children and/or staff benefited from the partnership?</i></p> <p>Staff upskilling Children – further opportunities inside and outside of school.</p> <p><b>Evidence:</b> School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</p>	<p>Use qualified and experienced coaches to upskill school staff to extend opportunities within school for a desired sport</p> <p>Work with a couple of different sports each year to provide a focussed and concentrated approach</p>
Provide a unique opportunity for a cohort of children who need opportunities to develop confidence, social skills and self-belief to access a	<p><i>Access the Partnership's Student Aspiration Squad project</i></p> <ul style="list-style-type: none"> <li>Six Yr 6 Children identified.</li> <li>TR + TH to support and accompany the children.</li> </ul>	£0 (Incl. in Enhanced Membership)	£0	<p><i>How many children were involved?</i></p> <p>Regular Six children (8 total)</p> <p><i>What did the project involve?</i></p> <p>Boxing, Rock Climbing, Trampolining, Orienteering,</p>	<p>Staff to continue to track progress in identified learning areas</p> <p>Support children to transition into extra-curricular opportunities</p>

transition project	Celebrate the achievements of these children within school and with their families			<p><i>Team Building</i>  <i>What did the children achieve/again from being involved in the project?</i>  Confidence and a more 'I can' mentality.</p> <p><b>Evidence:</b> photos, pre-post questionnaire, child and family feedback, teacher observations</p>	
Provide opportunities for children identified as Able & Talented to access higher level learning opportunities	<p><i>Support children to access an SSP organised Able &amp; Talented Multiskill Academy.</i>  Seven children from KS2 identified (from each Year group)</p>	<p>£0  (Incl. in Enhanced Membership)</p> <p>£0 (included on NSport affiliation)</p>	£0	<p><i>How many children accessed the Able &amp; Talented Multiskill Academy?</i>  Seven Children were given the opportunity after parent &amp; child consultation - One failed to attend, other six attended.  <i>What impact has the opportunity had on the children</i>  Children who attended enjoyed the activities and the extended challenges given to participate with other talented children. They liked working with other children from other schools. Developed confidence in showcasing what they had learnt.</p> <p><b>Evidence:</b> Academy reports,</p>	<p>SSP to support schools to develop relationships and pathways with local community sports clubs</p> <p>SSP to support schools to identify particular opportunities for individual children</p> <p>Identify children to participate next year. Continue on going dialogue between parents/teacher/child to ensure attendance and learning.</p>

				attendance registers, photos, parent and child feedback	
Subsidise some clubs throughout the year to allow children to access a range of different sports. The rationale is to develop a wider range of sports at affordable prices for parents.	<p><i>Identify clubs that need to be run using sports council to assist.</i></p> <p>Pacesetter to continue to run KS1 Gymnastics club Pre-school.</p> <p>MAB Academy to run KS2 Gymnastics club Pre-school x2.</p> <p>Saints Rugby Club to coach Rugby clubs post school.</p> <p>Whitewater rafting centre.</p> <p>Brampton Heath Golf Club</p> <p>In-school staff to continue to run various sporting clubs both pre and post school. (See timetable)</p>	£4000	£ Included above	<p>A more diverse list of clubs has been offered to all students at an affordable price.</p> <p>Specialist coaches used where appropriate alongside school staff where appropriate and off-site.</p>	

#### Key outcome indicator 5: Increased participation in competitive sport

INTENT	IMPLEMENTATION	IMPACT
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Objective/intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned funding	Actual funding	Outcome What have you achieved? How many people have benefited? What is the impact on pupils/whole school?	Sustainability / Next Steps How will this outcome be sustained or further developed in 2022/2023?
Provide opportunities for children with SEND to access appropriate competitions	<p><i>Identify children with SEND and consider their disability before providing competitive opportunities in mainstream, Inclusive, Project ability or Intra-School competitions.</i></p> <ul style="list-style-type: none"> <li>• Use school SEND list to access data, then NSport Festivals and tournaments to provide opportunities, along with Pacesetter Cup where appropriate.</li> <li>• Create a SEND tracking data.</li> </ul>	£0 (Incl. in Enhanced Membership)	£0	<p><i>How many children with SEND accessed</i></p> <p>Inter-School <b>competitions:</b> 27 Inter-School festivals 6 (32% of our SEND children)</p> <p><i>What impact did their participation in a competition have on them?</i></p> <p><b>Evidence:</b> photos, teacher observation, team declarations</p>	<p>Incorporate inclusive sports into core curriculum lessons</p> <p>Provide opportunities for children with SEND to undertake leadership training</p>
Host a School Games Day that culminates in a year-round programme of PE and school sport	<p><i>Plan and deliver a School Games Day that is inclusive of all children</i></p> <ul style="list-style-type: none"> <li>• <i>Design a format to ensure all children are enthused to participate</i></li> <li>• <i>Consider including personal challenges to encourage healthy competition</i></li> </ul>	£300	£211.66	<p><i>How many children participated in the School Games Day?</i></p> <p>625 children experienced sports day. (Assisted by young leaders)</p> <p><i>How did the School Games Day conclude a year-round programme of PE and school sport?</i></p>	<p>Evaluate the success of the event</p> <ul style="list-style-type: none"> <li>• Ease of planning and delivering</li> <li>• Feedback from parents, staff and children</li> </ul>



	<ul style="list-style-type: none"> <li>Upskill and deploy a cohort of young leaders</li> </ul> <p>Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised</p>			<p>The KS1 and KS2 sports is a development from the key skills taught in our PE curriculum. Hand eye coordination, jumping/ landing, throwing, running, teamwork. (Running races, relay races, standing long jump, speed bounce, throw for accuracy, howler, obstacle race for KS1)</p> <p><i>What does this day mean to the children?</i></p> <p>Most children enjoy representing their house on sports day it gives them immense pride. It goes towards the house cup at the end of the year. It enables children to achieve their personal 'bests'.</p> <p><i>How do you ensure the event is inclusive?</i></p> <p>All events are adjusted to be age appropriate by the Subject leader in conjunction with HOY. Feedback from parents, staff and children to ensure all children achieve a sense of success. All children are rewarded with stickers for participating. Medals for overall winners (team). Praise</p>	
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				<p>in Assembly any previously held School records that are beaten.</p> <p><b>Evidence:</b> photos, event programme, young leader training days</p>	
<p>Provide opportunities for all children to access Intra-School Competitions</p>	<p><i>Organise and deliver a series of Intra-School competitions.</i></p> <ul style="list-style-type: none"> <li>• Ensure activities are School Games compliant – consider accessing NSport resources</li> <li>• Deploy young leaders and/or staff to facilitate the opportunities</li> <li>• Consider how these competitions could be linked to whole school house systems</li> </ul>	£0	£0	<p><i>How many children participated in at least one Intra-School competition?</i></p> <p>357 children in Key stage 2 participated in 3 mornings of house intra sports. (Quick cricket, bench ball, dodge ball and rounders)</p> <p>88 children in Year 2 participated in an (Young leader led) Intra sport skills stations.</p> <p><i>What did the experience give to the children?</i></p> <p>Our children are taught to deal with success and failure with a positive attitude, as it built into our PE curriculum.</p> <p><i>How has intra-school competition supported whole school cohesion and raising the profile of it across the school?</i></p> <p>It is character building and supports the child's</p>	<p>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future</p> <p>Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities</p>

				<p>understanding that you learn from failure and mistakes. Winning gracefully is just as important as you could be in the losing team next time. Sportsmanship is a quality and value to be proud off.</p> <p><b>Evidence:</b> photos, young leaders deployed, observations, social media, newsletters</p>	
Provide opportunities for broad range of children to access Inter-School Competitions	<p><i>Access School Sport Partnership or Cluster organised Inter-School competitions</i></p> <ul style="list-style-type: none"> <li>• Ensure activities are School Games compliant</li> <li>• Ensure children are adequately prepared for the competitions to ensure a positive competition experience</li> <li>• Consider how school representatives are rewarded for the achievements</li> </ul>	£2000 (NSport comps Incl. in Enhanced Membership)	£640 + £235 =£875 (Pacesetters)	<p><i>What competitions did you attend?</i></p> <p><b>Autumn Term</b></p> <p><i>Nsport</i></p> <p>Yr3/4 Boys Rugby Yr5/6 Boys Rugby Yr5/6 Boys Football Yr5/6 Girls Football Yr4/5/6 Cross Country Yr3/4 Sportshall Athletics Yr5/6 Sportshall Athletics Yr 3/4 Gymnastics</p> <p><i>Pacesetters</i></p> <p>Yr1/2 Boys Football Yr3/4 Boys Football Yr5/6 Boys Football Yr3/4 Dodgeball Yr1/2 Unihoc Yr3/4 Quick Sticks Yr1/2 Winter Olympics Yr3/4 Winter Olympics</p> <p><i>Cluster</i></p>	<p>Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals</p> <p>Upskill our Young Leaders to support practice sessions and team management roles and responsibilities at the competitions.</p> <p>Use children in 'Outside clubs' to coach in development team competitions/festivals</p>

				<p>Yr5/6 Girls Football</p> <p><b>Spring Term</b></p> <p><i>Nsport</i></p> <p>KS2 Kurling</p> <p>KS2 Boccia</p> <p>KS1 Kurling</p> <p>Yr 5/6 Open Football (County)</p> <p>Yr 5/6 Girls' Football (County)</p> <p><i>Pacesetters</i></p> <p>Yr3/4 Tag Rugby</p> <p>Yr5/6 Tag Rugby</p> <p>KS2 The Cube</p> <p>KS1 The Cube</p> <p>Yr1/2 Girls' Football</p> <p><i>MABG</i></p> <p>Yr 3/4 Gymnastics</p> <p><b>Summer Term</b></p> <p><i>Nsport</i></p> <p>Yr5/6 Basketball</p> <p>Yr 3/4 Tennis</p> <p>Yr 5/6 Netball</p> <p>Yr 3/4 Dodgeball Festival</p> <p>Yr 3/4 Athletics</p> <p>Yr 3 Multisports</p> <p>Yr 5/6 Athletics</p> <p>Yr 5/6 Tag Rugby (Girl's)</p> <p>Yr 5/6 Open Cricket</p> <p>Yr 5/6 Girl's Cricket</p> <p><i>Pacesetters</i></p> <p>KS2 Orienteering</p> <p>Yr 1//2/3 The Cube</p>	
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				<p> Rec Multiskills  Yr 1/2 Athletics  Yr 3/4 Athletics  Yr 1/2 Multiskills  Yr 1/2 Diamond Cricket  Yr 3/4 Diamond Cricket  Yr 5/6 Diamond Cricket  <i>Cluster</i>  Yr 5/6 Football  Yr 3/4 Boccia/Kurling/Arrows  Yr 5/6 Water Polo  <i>MABG</i>  Yr 3/4 Gymnastics </p> <p> <i>How many different children represented the school?</i>  288 different children in a festival or competition. (This does not include the children who participated in the multi-sport festivals at Nton Acad) </p> <p> KS 1 = 24%  KS 2 = 81%  <i>(Some children appeared in more than 1 event)</i> </p> <p> <i>How did the experience contribute to other aspects of the children's learning and social development?</i>  Used as a tool to model 'Good behaviour' and develop the </p>	
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				<p><i>understanding of School and Sporting' values.</i></p> <p><b>Evidence:</b> Team Declaration Forms, photos, teacher observations</p>	
Provide opportunities for children to adequately prepare for Inter-School competitions.	<p><b>Access pre-Inter School Games competition practice sessions</b></p> <ul style="list-style-type: none"> <li>• <i>Consider the team selection and the competition eligibility, through clubs and lessons.</i></li> <li>• <i>Staff accompanying the children going, to be upskilled to enable them to continue the activities back in school</i></li> <li>• <i>Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children</i></li> </ul>	£0 (Incl. in Enhanced Membership)	£0	<p><i>How effective were the pre-Inter School competition practice sessions?</i></p> <p>This enabled the school to bring 'extra' children to further develop their skills against/with other children from other schools.</p> <p>It supported the final team selections.</p> <p><i>Did staff gain further knowledge, skills and ideas from attending?</i></p> <p>It supported the knowledge of what skill stations were going to be used.</p> <p><b>Evidence:</b> participation tracking, photos, competition results, in school opportunities</p>	<p>Identify focus sports for year groups and the whole school – link these into an extra-curricular offer to ensure children are adequately prepared for competition</p> <p>Upskill staff to ensure practice sessions are of a high quality teaching the children accurate skill development and the rules.</p>

Extend opportunities for children to represent their school, whilst exploring new sports and activities in a safe and friendly festival environment	<p><b>Access Multisport Festivals planned and delivered by Cluster host secondary school</b></p> <ul style="list-style-type: none"> <li>Select children who are unlikely to represent the school in other sports opportunities</li> <li>Select children who need the opportunity to have a positive experience of school sport and/or need to be rewarded for their efforts in PE and/or extra-curricular clubs.</li> </ul>	£0 (Incl. in Enhanced Membership)	£0	<p><i>How many children participated in a festival?</i> 200+</p> <p><i>How did the children generally feel about the opportunity to attend the event?</i> Majority of children selected enjoyed non-competitive element. After attending some wanted a more competitive element!</p> <p><i>What impact did the experience have on the children?</i> More children 'signing up' for competitive games.</p> <p><b>Evidence:</b> participation tracker, photos, staff observations, parental feedback</p>	<p>Support children to transition into extra-curricular clubs</p> <p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school.</p>
Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting	<p><b>Access termly School Sport Partnership or Cluster Year 3/4 Festivals</b></p> <ul style="list-style-type: none"> <li>Select children who need the opportunity to have a positive experience of school sport and /or need to be rewarded for their efforts in PE and /or extra-curricular clubs</li> <li>Consider accessing all or some of the festivals</li> </ul>	£0 (Incl. in Enhanced Membership)	£0	<p>Linked with above statements.</p> <p><b>Evidence:</b> participation tracker, photos, staff observations, parental feedback</p>	<p>Support children to transition into extra-curricular clubs</p> <p>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</p>

	available, Tennis Champions Day and OAA Day				
Provide access to transport to enable children and staff to access opportunities	Access to transport where required to take children to competitions and events	£1000	£483.10	<p><i>Consider the cost of the transport against the impact the opportunities have on the children and whole school?</i></p> <p>The use of our own minibus has enabled us to compete/participate in many events. The minibus has been used across the school and curriculum. The cost of coaches/taxis would result in less participation. We have found that on a number of occasions we could have used two/three minibuses, we have either had to hire taxis or provide a relay service!</p> <p><b>Evidence:</b> competition registrations</p>	

## Accountability

It is a statutory requirement of schools 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.

<b>Document completed by:</b>	Peter Mason				<b>Date:</b>	10/9/23		
<b>Document updated</b>	24 <sup>th</sup> October	14 <sup>th</sup> November	13 <sup>th</sup> Feb	15 <sup>th</sup> July				





## How to use & not use the funding

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

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

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

### Sustainable improvement

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

### Active mile

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

### What your funding should not be used for

You should not use your funding to:

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

## Capital expenditure

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

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

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

## Accountability

You are accountable for how you use the PE and sport premium funding allocated to you. The funding must be spent for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered.

As part of their role, governors and academy trustees should monitor:

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

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

## Online reporting

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

Online reporting must clearly show:

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

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

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

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

### Review of online reports

School online reporting will be monitored by DfE. DfE will look at a selection of schools' online reports to confirm that use of the PE and sport premium described in the report meets the requirements outlined within this guidance and the [conditions of grant](#) document.

Where concerns or discrepancies are identified the department will make contact with the school to address and investigate these fully. In the event that any concerns are confirmed, appropriate and proportionate action will be taken against the school, which may include action to recover funding from the school.

## Payment dates for 2022 to 2023

### Maintained schools, including PRUs and general hospitals

Maintained schools, including PRUs and general hospitals, do not receive funding directly from DfE. We give the funding to your local authority and they pass it on to you.

We give local authorities PE and sport premium funding for maintained schools in 2 separate payments. They receive:

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

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

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

#### **Academies, free schools and CTCs**

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

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

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

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

#### **Non-maintained special schools**

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

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