



Commissioned by



Department
for Education

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**YOUTH
SPORT
TRUST**

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2020/2021, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2022. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

| | |
|---|----------|
| Total amount allocated for 2021/22 | £83,020 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £49,490 |
| Total amount allocated for 2022/23 | £83,046 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £132,536 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above</p> | <p>Gayton 89%</p> <p>Whittlebury: 100%</p> <p>Tiffield: 50%</p> <p>Stoke Bruerne: 87.5%</p> <p>Yardley Gobion: 87.5%</p> |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | <p>Gayton 89%</p> <p>Whittlebury: 100%</p> <p>Tiffield: 50%</p> <p>Stoke Bruerne: 87.5%</p> |

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| | Yardley Gobion: 87.5% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | Gayton:27% Whittlebury:67% Tiffield:50% Stoke Bruerne: 37.5% Yardley Gobion: 75% |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | Yes |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 22/23 | | Total fund allocated: £93,060 | Date Updated: July 2023 | |
|--|--|---|---|---|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| School targets pupils who do not engage in physical activity across the school day and beyond. | Increase the amount and the range of Physical Development activities for children, focusing on identified groups (girls and pupils with SEND) by identifying pupils and supporting them in a variety of contexts. Forest schools, sports clubs, school leadership opportunities, events. Include 60 active minutes. Forest schools, playground improvements, sports clubs, competitive events, school leadership opportunities. | Funding allocated: £45,560 | Improved progress levels and attainment levels in physical development and general PE ability- measured in REAL PE assessment wheel. Increased levels of participation in school clubs. Ensure there is evidence of leadership opportunities for pupils with SEN and girls. Rugby tournaments, inter school competitions, football at Northampton Town. Cricket tournaments and netball tournaments. | Train present Y5 Sports Leaders. Continue to promote leading opportunities of the Sports Crew. Continue to review the provision and participation levels, adjusting provision as appropriate. |
| Children continue to increase levels of physical activity, thus developing a more active lifestyle. | Broader participation across PE and Games. Ensure intra school competition is the key focus. Continue to deliver training clubs students/ pupils participating in competitive events. Federation sports day and sports competitions Include 60 active minutes within the school day. | Funding allocated: £25,000 | Participation tracker evidenced greater participation in clubs. Federation sports day completed. Broader activity base- measure % of pupils who have attended clubs. Partner school with Northampton Town & Saints Rugby Club. New partnership with Rhino Sports. | Continue to strive for a broader range of opportunities available to pupils. Ensure Federation competitions are planned into the school year. |

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| | Federation events and joint sporting events and sports day. Additional competitions entered. | | | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: % |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| The profile of sport is raised further in school- encouraging other children to engage in competitive events. | School noticeboards. Events promoted via Dojo and social media. Celebration assemblies. Provide leadership opportunities for pupils to engage pupils and to provide ownership of events. | Funding allocated: N/A | List of attendees for each club to ensure participation has broadened. Evidence of promotion of events. Reward pupils during PE lessons. | Ensure noticeboards are updated. Ensure pupil voice is consistently used through end of session feedback, questionnaires, formal surveys etc. Review ways to effectively promote sport with Real PE partners. Have an open morning with the focus on PE and Sport. |
| Staff continue to develop skill sets to ensure effective delivery is maintained in the longer term. Subject Leader to continue to be able to support staff across the federation. | Use Real Legacy support to team teach/ monitor/ support individual teachers. Direct support from REAL PE and Subject Leader visiting the different schools within the Federation. Support from REAL PE Leaders. Observations by school leaders. Report Feedback of observations back to school leaders. | Funding allocated: £5,000 | Lessons being taught effectively across The Federation with observations completed by school leaders. Formal feedback has an impact on quality of teaching- measured by further observations with REAL PE and Subject Leader. | Renew plan with Real Legacy leaders to best support new teachers and to review effectiveness of teaching. Ensure joint observations/ team teach opportunities are delivered across the Federation to support staff. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
|--|---------------------------------|

| | | | | % |
|---|--|---|--|--|
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| All staff have further developed their skills and ability to teach PE and sport. | Use Real PE scheme to support and team teach/ monitor/ support individual teachers. | Funding allocated: £5,000 Create Development. | Real PE fully taught across all areas of the curriculum. | Plan specific program of support for specific teachers based on this year's observations and staff feedback. |
| | Focus target support on specific teachers and schools within the federation who require. | | Subject leader to review one-page profile for teachers to follow when teaching PE. | |
| | Implement assessment wheels in the schools. | | Training allocated for teachers in REAL PE. | |
| Subject leader continues to increase knowledge and understanding of new initiatives related to PE and School Sport. | Ensure support is provided for subject leader. | Funding allocated: £5,500 | Reviewed action plan. | Consider allocation of training to specific schools- costs of training will therefore be more effectively and efficiently distributed. |
| | Regular reviews with Real PE leaders. | | Focus on staff training to ensure longer term legacy. | |
| | External moderation and support from Real PE. | | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| Children continue to experience a broader range of physical activities (incl. some competitive sports) during the school day and clubs. | Participation in increased number of sports competitions, including 'inclusive' competitions and general intra/inter competitions. | £4,000 | Internal intra school events organised and planned within the Federation. | Gym, rugby, and football clubs continue to be offered. |
| | Continue to deliver clubs students/ pupils participating in competitive events. | | Range of clubs provided by school | |
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| To continue to focus on additional achievements across The Federation. | A greater focus on the needs of specific teachers and specific schools, to ensure funding provides a legacy of trained teachers and high-quality sport is delivered in a self-efficient way. | £3,000 | <p>Within the Federation, schools have won football tournaments and qualified at district levels.</p> <p>Schools continue to implement an inclusive approach to PE and sport.</p> | Continue to ensure a clear programme of events (and reasons for entering) is completed at the start of the academic year. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|----------------------------------|---|---|
| | | | | % |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| An increasing number of children continue to have a wider experience in participating in competitive sports events. | <p>Federation sports day, sports competitions and competitions organised and led by The Federation, SSCO</p> <p>List of participants at each event. Attendance lists for each club. Improvement in performance in competitive events. Attendance lists for each club. List of competitions entered and purpose of entry. Reports and photos on the school website/Classdojo.</p> | Funding allocated: £5,000 | <p>Pupil engaged in PE lessons.</p> <p>Broader participation across the whole school.</p> <p>Evidence within surveys.</p> | <p>Federation schools improved performance (winning two events)</p> <p>School represented at county level in Boccia.</p> <p>Review a clear policy on entering events and selection, ensuring participation remains the focus.</p> |
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| Signed off by | |
| Head Teacher: | Eliza Hollis |
| Date: | 25/07/23 |
| Subject Leader: | Neil Willsher |

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| Date: | 16/07/23 |
| Governor: | Daniel Lister |
| Date: | 25/07/23 |