

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

Northampton International Academy

HEAD TEACHER

Jo Trevenna

PE COORDINATOR

Chris Woodger/Brioney Stubbs

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 2020 to 2021 academic year, to encourage the development of healthy, active lifestyles.

VISION: GOVERNMENT VISION

All pupils leaving primary school will be 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

NIA PE curriculum is designed on the core intent that students develop lifelong healthy active lifestyles. Students develop their confidence in their knowledge of sport and physical education, being able to lead, support and officiate in a range of physical activities (Head). Students are physically active and are given opportunities to explore a range of sporting interests in order to develop a passion for physical activity (Heart). Students develop a range of core skills which can be applied across different physical activities and sports in order to be successful.

FUNDING OBJECTIVES

Schools must use the funding to make **additional** and **sustainable** improvements to the quality of the physical education (PE), physical activity and sport they provide. This includes any carried forward funding from the 2019 to 2020 academic year, which must be spent by 31 March 2021.

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

- develop or add to the PE, physical activity and sport that your school provides
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- provide a PE curriculum which engages all children and inspire them to lead an active and healthy lifestyle

KEY OUTCOME INDICATORS: UPDATED 2020/02021

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 (funding can only be used for 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, and should not be used for core swimming provision).

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

For example, by:

- 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 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

For example, by:

- 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
- hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils

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

For example, by:

- 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
- partnering with other schools to run sports and physical activities and clubs
- 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

For example, by:

- 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

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

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2021/2022?
<p>1. Engagement of all pupils in regular physical activity</p>	<p>Key ACHIEVEMENTS</p> <p>Maintained active breaks for all year groups with given resources for each bubble. PE provision provided 2 hours a week per class. Remote learning PA videos for KS1 and KS2 challenges set each week and sent via Edulink, newsletter and Twitter. Walk to Tokyo challenge set- Whole school (Primary Phase)</p>	<p>Training opportunities for duty staff and non-specialist teachers to ensure all learners are given high quality active play time. Use of PE team to lead training opportunities within CPL Calander.</p> <p>Continue to promote physically healthy active lifestyle through the school YouTube channel, promoted through the weekly parent newsletter.</p>
	<p>Impact on PARTICIPATION</p> <p>Whole school participated in walk to Tokyo challenge in PE lessons and on break times. 70% of children accessed Home learning videos created by PE department.</p>	<p>Active Breaks</p> <p>Young leaders will start to deliver activities at break times and lunchtimes to engage their peers in more regular and recreational physical activity time throughout the week. There will be dedicated areas of the playground for KS1 and KS2 provision. Young Leaders to access training to support them in their delivery.</p>
	<p>Impact on ATTAINMENT</p> <p>The regular PA both in school and remotely has enabled children to: Maintain focus on learning behaviours and development. Developed children’s independence (Remote learning) Enhanced social skill interaction. Improved concentration and focus Active breaks have allowed the children freedom to interact with others in relaxed manner. PE has maintained its status both in school and at home through interactive videos and challenges. (Alongside standard curriculum lesson).</p>	
<p>2. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Key ACHIEVEMENTS</p> <p>Completion of Autumn term Sport England’s Active Lives Survey – all benchmarks met, now awaiting reports to be published. Report should provide insight into activity levels amongst the pupils and provide insight into the activities they have interests in. It is likely that the reports will influence future planning and opportunities.</p>	<p>School Games Mark</p> <p>The school achieved School Games Mark Framework Award this year but will seek to revert to the standard School Games Mark award from September 2021.</p> <p>Curriculum PE All pupils have sustained 2 hours of physical activity and years 5 and 6 have additional</p>

	<p>Impact on PARTICIPATION Virtual school competitions and intra school competitions accessed. Rewards for participation</p>	<p>swimming lessons periodically across the academic year. All PE lessons are taught internally, and external training is bought in when necessary to upskill staff to deliver sport specific opportunities and/or to upskill staff to deliver high quality provision throughout the academic year.</p>
<p>3. Increase confidence and skills of staff in teaching PE and Sport</p>	<p>Impact on ATTAINMENT Active play and lunch time improved behaviours at lunch time by providing structured play and providing certain children with the responsibility of play leader. Social interactions improved.</p>	<p>Use staff to upskill additional staff members in-house to ensure all teachers are equipped to effectively deliver the curriculum.</p>
	<p>Key ACHIEVEMENTS Staff engaged in the following CPD... Tennis Dance Swimming Yoga Dodgeball Handball Sensory course for SEND/PP</p>	
	<p>Impact on PARTICIPATION Pupils accessed benefited from a broad balanced curriculum.</p>	
	<p>Impact on ATTAINMENT Workshops have developed my knowledge and confidence in various activities (above). Allowed me to share knowledge with other colleagues and create SOL to be delivered to various year groups.</p>	
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>Key ACHIEVEMENTS Dance day work shop- whole school Olympic day- Whole School Sensory Course morning club</p>	<p>Use pupil premium funding to further learners experiences by offering new activities.</p> <p>Start clubs earlier in the year to give more children an opportunity to experience different clubs.</p>
	<p>Impact on PARTICIPATION 60 students access tennis club 60 students accessed multi sports club 60 students accessed gymnastics club</p>	<p>Target PP/SEND learners to provide a specific experience.</p>
	<p>Impact on ATTAINMENT All pupils who accessed the range of sports and activities offered to them:</p> <ul style="list-style-type: none"> • Thoroughly enjoyed the experience and welcomed the opportunity. • It gave the children memories to treasure in a difficult year. • A sense of achievement in overcoming hurdles and challenges. • Lasting friendships with their peers and better communication, social skills, and teamwork. 	<p>A more comprehensive extra-curricular timetable, from that offered this academic year, will be released to all pupils and their families in September 2021, in line with Covid-19 restrictions easing. School Council will provide the voice for other members of the school community to influence possible PE, school sport and physical activity opportunities. The School Sports</p>

	<ul style="list-style-type: none"> • A deeper connection to the world around them and the desire to explore it more. 	<p>Crew will also play an influential role in supporting and providing their peers with a voice within school.</p>
<p>5. Increased participation in competitive sport</p>	<p>Key ACHIEVEMENTS Virtual competitions House competitions Virtual sports day Sports day Lunch time active challenges</p>	<p>Continue offering a variety of competitions</p> <p>Celebrate success of competitions throughout the NIA house system as well as representing the school.</p> <p>Celebrate participation through reward assemblies, praise post cards etc</p>
	<p>Impact on PARTICIPATION Increased participation in competitive intra school competitions- House Competition's Archery Walk to Tokyo Shoot out Fuse ball Boccia Trim trail challenge Bikeability Javelin Target throw Speed bounce Mokki- Most active class/house Skipping</p>	<p>School Games The school will continue to access a wide variety of School Games and Partnership led events, providing opportunities for pupils with a broad range of abilities and interests. The school will integrate personal best and intraschool competition into their academic calendar to ensure all children can experience positive and meaningful competition.</p>
	<p>Impact on ATTAINMENT All pupils who accessed the competitive sports: Enjoyed the experience of competitive sport Some enjoyed the idea of competing competitively within the school setting (virtual) All had a sense of school pride and relished representing the school. Enjoyed the face-to-face competitions in Spring to bring some normality back to school life. Enjoyed the presentation of certificates, medals, trophies in whole school celebration assembly. Positive impact on the whole school all sharing in the children's success.</p>	

EVIDENCING THE IMPACT: THE IMPACT OF COVID-19 ON THE PROVISION OF PE, SCHOOL SPORT & PHYSICAL ACTIVITY

	What has been the impact of Covid-19 on the provision of PE, School Sport and Physical activity within your school?	How have you utilised your PE & Sport Premium funding to overcome some of these challenges?
Term 1 September to December 2020	Curriculum PE: Staff absences has resulted in PE staff unable to deliver PE lessons No Face to face inter school competition No after school clubs offered PE challenges/lessons recorded and sent home.	Sports premium funding has allowed to cover PE lessons by using external sports coaches to cover lessons and has also allowed us to purchase equipment for each bubble to be used on break and lunch times.
Term 2 January – March 2021	2 hours of PE Children of Key workers and vulnerable children attending school received PE lessons twice a week during school closures. Active lunch and break times – Equipment provided to each bubble	Sports premium funding has allowed us to put together basic equipment packs for students to take home while NIA was closed. PE lessons carried on for those key worker children within school
Term 3 April – July 2021	2 hours of PE Active lunch and break times – Equipment provided to each bubble After School clubs started back up Dance Day work shop- external coaches allowed	Sport Premium funding used to fund external coaches to run clubs and have bring an external dance company to run workshops over two days. Selected clubs restarted after school. These were arranged in bubbles.

SWIMMING: MEETING THE NATIONAL CURRICULUM REQUIREMENTS FOR SWIMMING & WATER SAFETY

- Swimming is a national curriculum requirement
- The 3 requirements for swimming and water safety are 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 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

PE & SCHOOL SPORT DEVELOPMENT PLAN

2019/2020 Underspend ✓ Section below must be completed any 2019/2020 funding is being carried forward ✓ Must be spent by 31 st March 2021			SUB TOTAL	£2,250,86
2020/2021 Funding ✓ Must be allocated and spent by 31 st July 2021		£16,000 + £10 per pupil (Year 1 – Year 4)	SUB TOTAL	£17480
			GRAND TOTAL	£19730
Key outcome indicator 1: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	<i>£5150</i> <i>26.10%</i>	Actual expenditure: % of total allocation:	<i>£5150</i> <i>26.10%</i>
Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:	<i>£1500</i> <i>7.60%</i>	Actual expenditure: % of total allocation:	<i>£1500</i> <i>7.60%</i>
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	<i>£3500</i> <i>17.73%</i>	Actual expenditure: % of total allocation:	<i>£2850</i> <i>14.44%</i>
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	<i>£6855</i> <i>34.74%</i>	Actual expenditure: % of total allocation:	<i>£5800</i> <i>29.39%</i>
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	<i>£2000</i> <i>10.13%</i>	Actual expenditure: % of total allocation:	<i>£1200</i> <i>6.08%</i>

2019/2020 Underspend: Use this section to detail how any underspend from 2019/2020 will be spent during the academic year 2020/2021

It is a requirement, as a result of the Department of Education relaxing the ring-fencing arrangements due to Covid-19, that schools must declare any underspend they are carrying forward from the academic year 2019/2020. Any underspend MUST be spent in full by March 2021

INTENT	IMPLEMENTATION		IMPACT		
Objective/intended impact <i>What do you want to achieve?</i>	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 2021/2022?</i>
NTFC take over days	NTFC to enrich the curriculum by providing cross-curricular opportunities specifically developing literacy in drop down days. Buy into healthy heroes package, provide mentor to most vulnerable students. NTFC Sports leaders training to encourage active play and develop leadership skills in our older students.	£2,850,86	£2,850	Due to covid this did not take place.	Looking to rebook this in the calendar for 2021/2022

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

Key outcome indicator 1: Engagement of all pupils in regular physical activity					
INTENT	IMPLEMENTATION			IMPACT	
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 2021/2022?
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.	<p>Plan a multi skills approached physical activity programme for an identified cohort of children. This will be a 'Play Buddies' intervention that will encourage a group to learn and have a bank of games that they can play at break and lunch times. The children will be encouraged by their teachers and by the sports crew. LTS will also be trained to help support this. Walk to Tokyo challenge set</p> <ul style="list-style-type: none"> - Upper phase children - LTS to run clubs at lunch time. 	£1000	£1000	<p>How many children have accessed the equipment over the term/academic year?</p> <p><i>All children have accessed equipment over the academic year with each class/bubble having their own.</i></p> <p>What impact has the equipment had on the children's health & well-being, attendance, attainment?</p> <p><i>Behaviour has improved as a result of equipment and certain children having responsibility.</i></p> <p>Evidence: Registers, photos, pre and post programme survey, Teacher observations, school reports, assessments</p>	<p>Track the transition of children into extra-curricular clubs and provision in the community</p> <p>Upskilling and deployment of staff and young leaders</p> <p>Outcome shared with SLT to evidence the need for the programme to be valued and sustained within wider school provision and opportunities</p>
Review physical activity time and intensity levels across the curriculum timetable	<p>Use the Active School Planner as a tool to visually demonstrate to staff when during the day children are inactive</p> <ul style="list-style-type: none"> • BSS to assist teachers to produce a Heat Map for their class • BSS to review the Heat Map with the class teacher • BSS and class teacher to consider and embed news ways of delivering aspects of the curriculum in a more physically active way 	£0	£0	<p>What did the 1st phase Heat Maps look like?</p> <p><i>Younger year groups more active than the older ones.</i></p> <p>What did the 2nd phase Heat Maps look like?</p> <p><i>Most classes have increased physical activity.</i></p> <p>Did the teacher change anything to increase the amount of time the children were active within the curriculum?</p>	<p>Staff see the use of a visual tool to enable them to consider and instigate change</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>Use of Moki bands to monitor physical activity levels and engage students in becoming more active. Purchase Moki band school pack (120 bands + 4 readers)</p>	£2400	£2400	<p><i>Teachers often use go noodle and Active school planner resources as a tool and brain break during lessons and at the start and end of day.</i></p> <p><i>Can the school demonstrate that every child is offered/accessing 30 active minutes each day?</i></p> <p><i>Through use of Mokki bands and challenges this can be evidenced alongside PE lessons active play and clubs.</i></p> <p>Evidence: A series of Heat Maps produced, photos, Resources, curricular and extra-curricular timetables</p>	<p><i>Staff share good practice and resources that have helped to increase the quality and quantity of physical activity time within the curriculum</i></p>
<p>Ensure all children receive access to equipment during break, lunch and classroom time</p>	<p>Provision for students to meet regular activity levels through active play and opportunities to keep active throughout the school day.</p> <p>Purchase new playtime equipment and storage. Replace any damaged or lost equipment to ensure students can continue to access active breaks and lunch.</p>	£1500	£1500	<p><i>How active are students throughout the school day?</i></p> <p><i>Children have the opportunity to be active for 60 minutes a day. Teachers are encouraged to include an active brain break every lesson. Active breaks and lunches for each Year group, within the band bubbles. A varied, multiskilled approach and box of resources provided to each year group, with bubbles allocated a playground zone for each active break time.</i></p> <p><i>How do you ensure that every child is reaching their PE potential?</i></p> <p><i>Through the use of our inclusive whole child approach curriculum all children are able to reach their full potential using the three strands- Head/Heart/Hands</i></p>	<p><i>PE is regarded by all staff as the core curriculum subject it is</i></p> <p><i>Staff are motivated and enthused to encourage active play.</i></p> <p><i>Supervisors act as play leaders and support active break & lunch</i></p> <p><i>Young leaders support the long term embedment of activities during these times.</i></p>

				Evidence: Active planner, Moki band tracker, photos, behaviour, enjoyment	
NIA actives miles challenge (engagement during lockdown)	<p>Launch House competition ‘active miles’ to encourage all learners and carers to be active during lockdown.</p> <p>Work with Heads of House at NIA to launch competition after Feb half term.</p> <p>Carers to send in their activity levels through various platforms.</p> <p>Reward students for being the most active.</p>	£250	£250	<p>Monitor how many learners and carers have continued to be active during lockdown?</p> <p>Children were celebrated and rewarded with certificates and gift cards for being active and ‘Star of week ‘prizes. evidenced by class teachers regular contact via Edulink and parents were encouraged to email in pictures and videos of children and families participating in the PE challenge videos.</p>	<p>Can the competition run again?</p> <p>How can we engage carers to support physically active and healthy lifestyles?</p>

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

Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement					
INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	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 2021/2022?</i>
Continue to be a Northampton SSP	<p>Ensure opportunities are added to the school diary at the earliest opportunity</p> <p>Regularly engaged with the Cluster Primary schools. Attend the cluster programme such as Multisport Festivals and support school and will support the delivery, embedding and review of the real Leaders programme</p>	£1500	£1500	<p>What has the school gained?</p> <p>Virtual competitions and resources for home learning</p> <p>Which groups of children/adults within your school have benefited the most?</p> <p>Childre/ PE lead and class teachers.</p> <p>Evidence: Network Meetings, Cluster meetings, SSP tracking sheet,</p>	<p>Internally review and evaluate the schools engagement against the outcomes of the programme – what have been the schools greatest achievements, could these outcomes be gained by other means?</p>

				<i>attendance at events. Virtual competitions</i>	
Engage in the School Games Mark Framework self-review tool	<p>Use the national online tool to review and reflect on our recovery curriculum and ensure that we maximise our engagement in the School Games</p> <p>Reflect on current provision via online tool.</p> <p>Consider the Action Plan and identify staff and resources and act upon the actions. Summer Term: Review and reflect on provision and outcomes achieved from the action plan</p>	£0	£0	<p>Autumn Term 2: What did the report highlight – what were the focus areas? Our school has had a positive impact and shows an outstanding engagement in PA.</p> <p>Summer Term: What things were actioned because of the review and report? We continued to focus on a positive approach to PA offering a wide variety of clubs inclusive of a Tennis Sports Discovery club Gymnastics Games club</p> <p>Evidence: report, action plan, registers, photos, meeting minutes</p>	<p><i>Raise awareness of the tool and report in whole school meetings</i></p> <p><i>Ensure SLT are clear on the report outcomes are supportive of areas to be developed</i></p> <p><i>Celebrate success and improvements with staff and the wider community</i></p>
Bring together a cohort of young leaders to form the School Sport Organising Crew (SSOC) who will influence and have a voice for all children in all thing PE, school sport and physical activity	<p>Identify a cohort of young leaders who can diplomatically and fairly represent the voice for all children within the school</p> <p>Year 4 children have the opportunity to apply to be a young leader.</p> <p>Young leaders meet at least once every half term.</p> <p>Liaise with school councillor lead if young leaders can attend those meetings too.</p>	£0	£0	<p><i>What were the main objectives for the group? upskilled through real Leader’s training resources.</i></p> <p><i>What did the group action, influence or change? They have become school ambassadors and role models. Organised Personal Challenge and Intra-School competitive opportunities across the school and delivered within their year group bubble.</i></p>	<p><i>Ensure Year 4/5 children are co-opted into the group to provide sustainability and continuation within the group year on year</i></p> <p><i>SLT to consider ways to provide the group with meaningful opportunities for influencing and decision making within the whole school</i></p>

	•			<p><i>What impact did this group of children have on the whole school?</i></p> <p>Fundamentals of leadership. (Real leaders, leadership behaviours) Practical experience of leadership Ability & confidence to transfer skills and qualities across wider curriculum.</p> <p>Evidence: meeting minutes, reports, celebrations</p>	<p><i>Provide a suitable platform for the voice of the children to be heard and taken seriously</i></p>
Share and celebrate achievements in PE, school sport and physical activity	<p>Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly</p> <ul style="list-style-type: none"> • Use a noticeboard and/or school digital system to publicly share success from within and outside of school • Use social media to highlight school sport success and progress within PE • Children to be recognised on Seesaw if they have shown a particular School Games Value. 	£0	£0	<p><i>What has been celebrated?</i></p> <p>Home access to weekly PE challenges Intra school provision (Personal Challenge & Intra-School house Competition) Sports Day</p> <p><i>How has it been celebrated?</i></p> <p>Teams achievement assemblies. Twitter, Facebook, school newsletter, notice boards (TV'S), certificates and house points.</p> <p><i>How have children be rewarded and recognised for their efforts and achievements?</i></p> <p>All children's contributions, efforts and achievements are all celebrated across all above platforms.</p> <p>Evidence: newsletters, blogs, social media, photos, assemblies</p>	<p><i>Regularly update noticeboards and social media platforms</i></p> <p><i>Engage children to contribute to school newsletters and/or managing the noticeboards</i></p>

INTENT	IMPLEMENTATION			IMPACT	
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 2021/2022?
All staff to deliver high quality PE teaching and learning for all children	Undertake a training needs analysis of all staff <ul style="list-style-type: none"> • Staff to identify areas of training • Appropriate internal or external training and/or resources to be identified and sourced • Staff to be trained further in as many skills as possible this year due to the new scheme being used / may have not taught a specific skill/sport. <p>CPD:</p> <ul style="list-style-type: none"> - Swimming - Dance - Dodgeball - Yoga - Handball - Balanceability - Sensory course for SEND/PP 	£3000	£2350	<p><i>What resources were obtained?</i> Dance/dodgeball & Yoga scheme of work obtained and utilised in lessons.</p> <p><i>How have training and/or resources contributed to improved PE provision?</i> PE provision improved and built upon by adding more the curriculum to meet the needs of our learners.</p> <p>Evidence: curriculum planning, timetables, lesson observations, children's feedback, children's academic progress</p>	<p><i>Schemes of work are revised</i></p> <p><i>Good practice and learning from courses is shared within whole school meetings</i></p> <p><i>Resources are available and shared with all staff</i></p>
Understand the local, regional and national PE, school sport and physical activity landscape	Keep up to date with changes and developments in sport and PE. Shared collaboration with trust schools (EMAT) to develop skills progression maps, SOL and resources to enhance the experiences of learners. <p>BSS to attend all EMAT PE working group meetings. Cover required for these events.</p>	£500	£500	<p><i>What are the latest developments in PE</i> AFPE conference attended.</p> <p><i>What opportunities are there for development and shared resources which will have a positive impact</i> Internal and external CPD. Lunch time resourced created for play leaders and LTS.</p> <p>Evidence: meeting minutes</p>	<p><i>Embed learnt knowledge and practices into schemes of work and/or extra-curricular opportunities</i></p> <p><i>Share important messages with all staff</i></p>

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

INTENT	IMPLEMENTATION			IMPACT	
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 2021/2022?
Offer a diverse and needs led extra-curricular programme	<p>Within the limits of school policy and covid-19 restrictions, structure and promote an inclusive extra-curricular timetable</p> <ul style="list-style-type: none"> Review success and attendance of opportunities in the previous academic year Allow children to have a voice and influence what is offered – questionnaire to be sent out Explore and evaluate the costs and benefits of using external providers Thoroughly check for appropriate qualifications and experience before deploying external providers Explore internal opportunities to provide training to upskill staff to lead on clubs <p>Before school clubs / After school clubs</p> <ul style="list-style-type: none"> Kids Stop Gymnastics Golf Archery Dance 	£1200	£3000	<p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)?</p> <p>90</p> <p>What were the percentages of girls and boys, and years groups represented within the clubs?</p> <p>60/50 split</p> <p>Every Year group offered a club and the activity changed every half term.</p> <p>Which clubs were the most popular?</p> <p>Multiskills club and Tennis Club</p> <p>How did the children benefit from this provision?</p> <p>External coached used to provide a broad range of activity to include SEND/PP. Pupils accessed clubs for free. Increased physical activity Improved communication skills Self improvement/personal challenge</p> <p>Evidence: registers, photos</p>	<p>Evaluate attendance at each club and adjust offer accordingly</p> <p>Use child voice to influence and engage specific cohorts of young people</p>
Allow for every child in the school to access a variety of clubs which motivates and engages them to be physically active	Use of sports apprentice to lead extra-curricular clubs before and after school. All clubs to be free for every student to increase opportunities for students to be active.	£3200	£0	<p>How many children accessed an extra-curricular club for at least 6 weeks (half a term)?</p> <p>90</p>	

	<p>Sports apprentice to offer more opportunities for competitions targeting SEND/PP mirroring school games competitions within the NIA House system to involve and engage a wider group.</p>			<p><i>What were the percentages of PP, SEND, and years groups represented within the clubs?</i> <i>Soecific club aimed at pp/send (morning club)</i></p> <p><i>How did the children benefit from this provision?</i> <i>Gross and fine motor skills developed</i> <i>Social skills improved</i></p> <p><i>How many students had access to competitive opportunities?</i> <i>All students accessed House competitions through the year as well as sports day.</i> <i>Teachers keep a record of which child has attended house competitions.</i></p>	
<p>Develop meaningful links to local sports clubs to develop pathways for children to move from school to community</p>	<p>Acquire knowledge about local community sports providers</p> <ul style="list-style-type: none"> • Consider links to clubs where the sport is either popular within school or attendance at clubs is high • Seek to develop pathways only with clubs who meet national minimum standards or their own governing body minimum operating standards • Consider how the relationship can be reciprocal 	£0	£0	<p><i>What clubs have you developed links with?</i> <i>Rugby/ Football/ Cricket/ Tennis/Trampolining</i></p> <p><i>Why were these links chosen?</i> <i>Local links and student voice- taking into account what the children want.</i></p> <p><i>How have children and/or staff benefited from the partnership?</i> <i>Both staff in particular tennis and Cricket where teacher observed or worked alongside external agency,</i></p> <p>Evidence: <i>School to Club Link Agreement, photos, schemes of work, lesson plans, competition entry</i></p>	<p><i>Use qualified and experienced coaches to upskill school staff to extend opportunities within school for a desired sport</i></p> <p><i>Work with a couple of different sports each year to provide a focussed and concentrated approach</i></p>

Provide the opportunity for all learners to experience alternative sports	Purchase kin ball equipment to embed into games units. Dance Days workshop	£250 £705	£247.00 £705	<p><i>Kin ball used to develop team building and social interactions through international unit.</i></p> <p><i>Dance Day workshop accessed by all classes- children really enjoyed the opportunity 'travel the world' and learn about different cultures and countries.</i></p> <p>Evidence: Photos, schemes of work, lesson plans,</p>	<p><i>SOL and resources have been stored electronically.</i></p> <p><i>CPL available to PE department to ensure high quality delivery by all staff</i></p>
Provide opportunities for children identified as Able & Talented to access higher level learning opportunities	Support children to access an SSP organised Able & Talented Multiskill Academy <ul style="list-style-type: none"> • Staff to nominate children who exhibit higher level learning potential in their multi-abilities rather than their ability to perform high in just 1 sport • Staff to track children participation and progress using the PLC 	£0 (Incl. in Enhanced Membership)	£0	<p><i>How many children accessed the Able & Talented Multiskill Academy? G&T children identified- local links/contact provided.</i></p> <p><i>What impact has the opportunity had on the child (ren)?</i></p> <p><i>Increased Physical activity Passion/talent explored. Parent engagement</i></p> <p>Evidence: Academy reports, attendance registers, photos, parent and child feedback</p>	<p><i>SSP to support schools to develop relationships and pathways with local community sports clubs</i></p> <p><i>SSP to support schools to identify particular opportunities for individual children</i></p>
Provide the opportunity of the use of Balance Bikes	Purchase a set of balance bikes, helmets and equipment. <ul style="list-style-type: none"> - Staff CPD - Additional helmets 	£1500	£1848.00	<p><i>What impact has this had on the children?</i></p> <p><i>Children have been exposed to been able to ride balance bikes. An experience that a lot of our learners may not get outside of school.</i></p> <p><i>Learners also gained a basic understanding of road safety.</i></p>	<p><i>SOL and resources have been stored electronically.</i></p> <p><i>CPL available to PE department to ensure high quality delivery by all staff</i></p>

				Evidence: Photos, schemes of work, lesson plans,	
--	--	--	--	---	--

Key outcome indicator 5: Increased participation in competitive sport

Key outcome indicator 5: Increased participation in competitive sport					
INTENT	IMPLEMENTATION			IMPACT	
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 2021/2022?
Provide opportunities for children with SEND to access appropriate competitions	<p>Identify children with SEND and consider their disability before providing competitive opportunities in mainstream, Inclusive, Project ability or Intra-School competitions.</p> <p>Provide equipment for students to use at home to which will enable them to access Virtual house competitions</p> <p>Sports apprentice to offer more opportunities for competitions targeting SEND/PP mirroring school games competitions within the NIA House system to involve and engage a wider group.</p>	£0 (inc in indicator 4)	£0	<p><i>How many children with SEND accessed</i></p> <p><i>Intra-School competitions:</i></p> <p><i>Inter-School competitions:</i></p> <p><i>All children accessed at least two intra school competitions over the year.</i></p> <p><i>No face to face inter school competition however virtual competitions accessed.</i></p> <p><i>What impact did their participation in a competition have on them?</i></p> <p><i>Engaged in fun activities outside the classroom- social interactions improved.</i></p> <p>Evidence: photos, teacher observation, team declarations</p>	<p><i>Incorporate inclusive sports into core curriculum lessons</i></p> <p><i>Provide opportunities for children with SEND to undertake leadership training</i></p>
Host a School Games Day that culminates in a year-round programme of PE and school sport	<p>Plan and deliver a School Games Day that is inclusive of all children</p> <ul style="list-style-type: none"> • Design a format to ensure all children are enthused to participate • Consider including personal challenges to encourage healthy competition 	£700	£700	<p><i>How many children participated in the School Games Day?</i></p> <p><i>All children accessed Sports games day.</i></p> <p><i>Skills learnt, developed and practised during PE.</i></p>	<p><i>Evaluate the success of the event</i></p> <ul style="list-style-type: none"> • <i>Ease of planning and delivering</i> • <i>Feedback from parents, staff and children</i>

	<ul style="list-style-type: none"> Upskill and deploy a cohort of young leaders Share and celebrate achievements and overall performances but consider how this can be done to ensure different children are recognised Cover for staff Hire of external facility space (BBOB) Medals, trophies for participants 			<p><i>Personal challenge accessed at lunch times.</i></p> <p><i>How did the School Games Day conclude a year-round programme of PE and school sport?</i></p> <p><i>Skills learnt, developed and practiced during PE lessons to inform planning for sports games day.</i></p> <p><i>What does this day mean to the children?</i></p> <p><i>Children are proud to represent their house/class and look forward to the day.</i></p> <p><i>How do you ensure the event is inclusive?</i></p> <p><i>All children can access the activities and earn points on each game/station.</i></p> <p>Evidence: photos, event programme, young leader training days</p>	
<p>Provide opportunities for targeted students (SEND/PP) to access EMAT Sports festivals</p>	<p>Organise and attend EMAT Sports festivals. BSS to attend EMAT PE working meetings to identify needs of NIA.</p> <p>Use of tracking systems and assessment to identify students who are least active and provide opportunities within inclusive sports festivals.</p> <p>Buy in external coaches who can deliver broader range of experiences to engage least active.</p>	<p>£500</p>	<p>£500</p>	<p><i>How many children participated?</i></p> <p><i>Face to face competition was not possible however the primary phase was still able to participate In the Olympic day at NIA and take part in the Walk to Tokyo.</i></p> <p><i>How and when did you provide the opportunities?</i></p> <p><i>Olympic day and sports day</i></p> <p><i>How did the opportunity to compete against themselves help those children least engaged in physical activity, impact them in PE lessons</i></p>	<p><i>Review the delivery activities – consider who participated and how more children can be engaged in the future.</i></p>

				<p><i>and in other aspects of their learning?</i></p> <p><i>Children enjoyed the use of the Moki bands and being able to see progress over a period of time on the line graphs.</i></p> <p><i>Helped to build resilience and determination. More enjoyable to the lease engaged.</i></p> <p><i>Evidence: photos, qualitative data, lesson observations</i></p>	
Provide opportunities for all children to access Intra-School Competitions	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> • Ensure activities are School Games compliant – consider accessing NSport resources • Deploy young leaders and/or staff to facilitate the opportunities • Consider how these competitions could be linked to whole school house systems. 	£0	£0	<p><i>How many children participated in at least one Intra-School competition?</i></p> <p><i>ALL Pupils- house competition/ class challenges/ sports day</i></p> <p><i>What did the experience give to the children?</i></p> <p><i>It enhanced the children’s self-esteem, resilience and confidence to challenge themselves through a positive environment.</i></p> <p><i>How has intra-school competition supported whole school cohesion and raising the profile of it across the school?</i></p> <p><i>All Intra-School competitions are done in houses and points added towards the house cup. It gives the children a real sense of house togetherness and passion for their house as you see children across year groups encourage, cheers and motivate their house mates.</i></p> <p><i>Evidence: photos, young leaders deployed, observations, social media, newsletters</i></p>	<p><i>Review the delivery of Intra-School competitions – consider who participated and how more children can be engaged in the future</i></p> <p><i>Upskill a workforce of young leaders and staff to sustain and develop more diverse opportunities</i></p>

Provide opportunities for broad range of children to access Inter-School Competitions	<p>Access School Sport Partnership or Cluster organised Inter-School competitions</p> <ul style="list-style-type: none"> • Ensure activities are School Games compliant • Consider how virtual competitions can be delivered safely within school and government restrictions and the opportunities to engage a broader range of children • Ensure children are adequately prepared for the competitions to ensure a positive competition experience • Consider how school representatives are rewarded for the achievements 	£0 (Incl. in Enhanced Membership)	£0	<p><i>What competitions did you attend?</i> <i>Virtual competitions-</i> <i>Badminton</i> <i>OAA</i> <i>Active miles</i></p> <p><i>How did the children deal with success and failure?</i> <i>Determination and sportsman ship shown through out.</i></p> <p><i>How did the experience contribute to other aspects of the children's learning and social development?</i> <i>Resilience, perseverance, teamwork, cooperation, self-belief are all key words to describe our children that participated.</i></p> <p>Evidence: Team Declaration Forms, photos, teacher observations</p>	<p><i>Upskill staff to confidently and competently manage teams at Inter-School and County School Games Finals</i></p> <p><i>Upskill young leaders to support practice sessions and team management roles and responsibilities at the competitions</i></p>
Provide opportunities for children to adequately prepare for Inter-School competitions	<p>Access pre-Inter School Games competition practice sessions</p> <ul style="list-style-type: none"> • Consider the team selection and the competition eligibility • Staff accompanying the children will be going to be upskilled to enable them to continue the activities back in school • Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children • Adapt extra curricular activities inline with inter-school competitions to aid team selection and practice 	£0 (Incl. in Enhanced Membership)	£0	<p><i>How effective were the pre-Inter School competition practice sessions?</i> <i>Extra curricular clubs/pe lessons/ Lunch challenged planned round school games competitions.</i></p> <p><i>Did staff gain further knowledge, skills and ideas from attending?</i> <i>N SPORT resurces used to inform planning.</i></p> <p>Evidence: participation tracking, photos, competition results, in school opportunities</p>	<p><i>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</i></p> <p><i>Upskill staff to ensure practice sessions are of a high quality teaching the children accurate skill development and the rules</i></p>
Extend opportunities for children to represent their school, whilst exploring new	Access Multisport Festivals planned and delivered by Cluster host secondary school	£0 (Incl. in Enhanced Membership)	£0	<p><i>How many children participated in a festival?</i> N/A</p>	Support children to transition into extra-curricular clubs

sports and activities in a safe and friendly festival environment	<ul style="list-style-type: none"> Select children who are unlikely to represent the school in other sports opportunities 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 EMAT Inclusive Festivals Cluster Inclusive festivals 			<p><i>How did the children generally feel about the opportunity to attend the event?</i> N/A</p> <p><i>What impact did the experience have on the children?</i> N/A</p> <p><i>How do you think this opportunity could inspire and enthuse them?</i> N/A</p> <p>Evidence: participation tracker, photos, staff observations, parental feedback</p>	<p><i>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</i></p>
Provide lower KS2 children with high quality experiences in a range of sports and activities in an informal setting	<p>Access termly School Sport Partnership or Cluster Year 3/4 Festivals</p> <ul style="list-style-type: none"> 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 Consider accessing all or some of the festivals available; Virtual Dance Project and OAA Day 	£0 (Incl. in Enhanced Membership)	£0	<p><i>How many children participated in a festival?</i> N/A</p> <p><i>How did the children generally feel about the opportunity to attend the event?</i> N/A</p> <p><i>What impact did the experience have on the children?</i> N/A</p> <p><i>How do you think this opportunity could inspire and enthuse them?</i> N/A</p> <p>Evidence: participation tracker, photos, staff observations, parental feedback</p>	<p><i>Support children to transition into extra-curricular clubs</i></p> <p><i>Identify activities that the children enjoyed at the festivals and explore how they could be offered more frequently within school</i></p>
Provide access to transport to enable children and staff to access opportunities	<p>Access to transport where required to take children to competitions, events, activity days</p> <p>Cover for staff for these events</p>	£800	£0	<p>Consider the cost of the transport against the impact the opportunities have on the children and whole school?</p> <p>Evidence: competition registrations</p>	<p>To ensure a similar amount is allocated for competitions next year</p>

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:					Date:			
Document updated	22/09/20	01/12/20	19/01/21	16/06/21				

Department for Education guidance on how to use the Primary PE and Sport Premium – updated October 2020

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 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

What should your funding NOT be used for?

The Secretary of State does not consider the following expenditure as falling within the scope of additional or sustainable improvement:

- Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of schools’ core staffing budgets
- Teaching the minimum requirements of the national curriculum PE programmes of study – including this specified for swimming
- Fund capital expenditure

Active Miles

If schools choose to take part in an active mile, they should use 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.

Schools compliance

You are accountable for how you use of the PE and sport premium funding allocated to you. You are expected to spend the grant for the purpose it was provided – 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 the 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

Schools must publish details of how you spend your PE and sport premium funding by the end of the summer term or by **31 July 2021 at the latest**. If you have any carried forward funding from academic year 2019 to 2020 you should show separately how this funding has been spent and confirm that it has been spent before 31 March 2021.

Online reporting must include:

- the amount of PE and sport 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 2020 to 2021 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

Schools' online reporting is monitored through an annual sample of schools. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on PE and sport premium funding and swimming attainment. The results are then shared with DfE and help to ensure that Active Partnerships can offer schools in their local area the most relevant support.

Payment dates for the 2020/2021

Maintained schools, including PRU's 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 30 October 2020
- 5/12 of your funding allocation on 30 April 2021

Academies, free schools and CTCs

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

- 7/12 of your funding allocation on 2 November 2020
- 5/12 of your funding allocation on 4 May 2021

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 2 November 2020
- 5/12 of your funding with the first payment you have scheduled with us after 4 May 2021

Useful websites

PE and sport Premium: guidance document

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2020-to-2021>

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>