

# **RHPS - P.E. Premium**

**2022 - 2023**

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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.

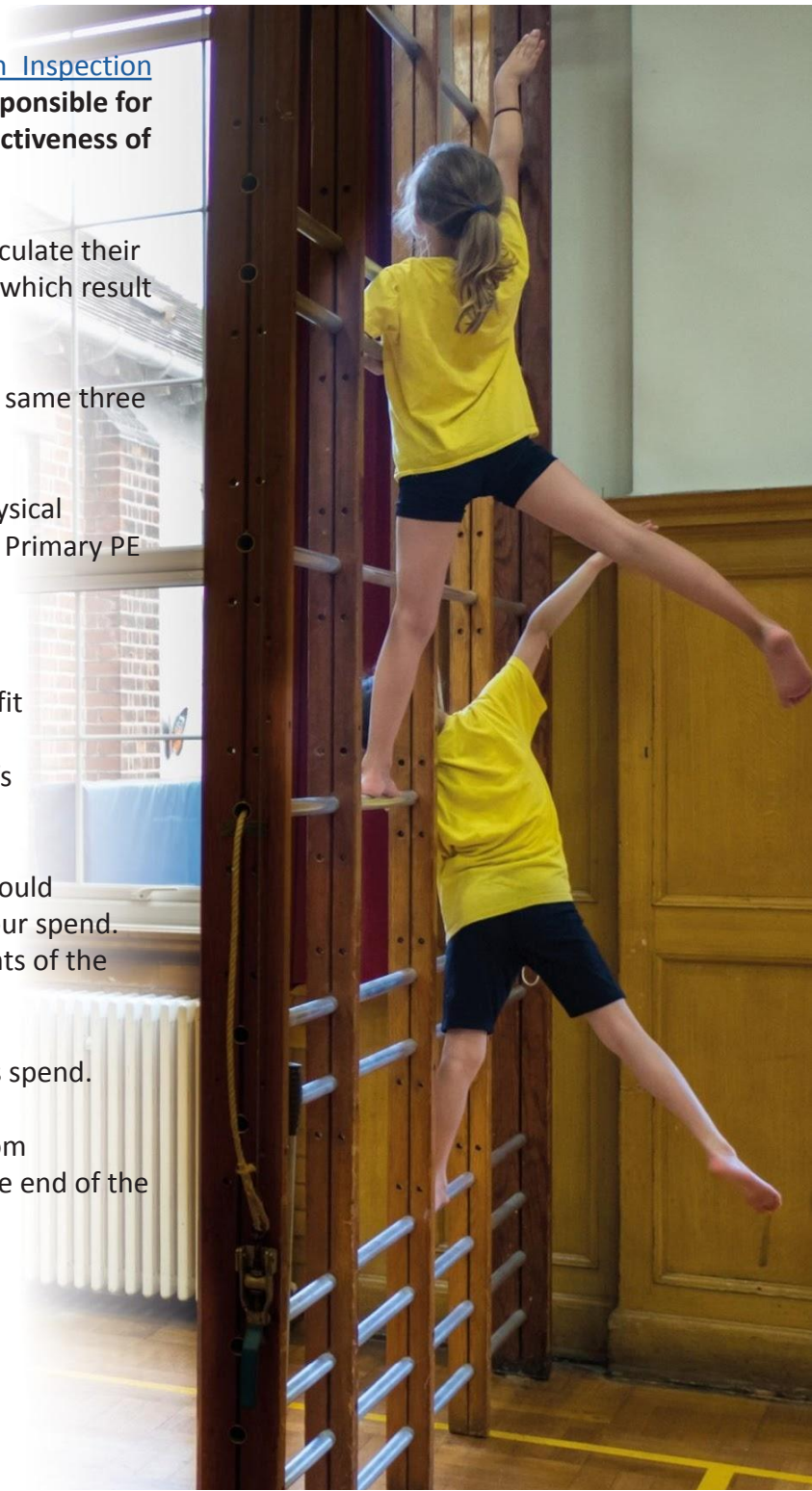
Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- 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](http://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 2022/2023, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2023** at the latest.



## Key Achievements

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>Despite COVID 19 - the children have been incredibly active, fitness levels of the children have been increased and children are fitter and more active than they have ever been.</p> <p>The exposure of children to other sports has enabled them to identify other sporting activities that they could take part in outside school. When these restart a number of pupils say that they will be signing up to these clubs.</p> <p>The outdoor activity badges introduced during 2020 have continued in September 2021 and have been successful in increasing activity... especially in other areas of the PE such as orienteering and outdoor activity.</p> <p>The skill set of the staff has increased by the use of a specialist PE teacher who has used team teaching and modelling as an effective way of raising the skill set of the existing teaching team.</p>	<p>To ensure that internal and external competitions etc all recommence from September onwards</p> <p>To ensure that physical activity that has increased during the pandemic is maintained and continued in the next year.</p> <p>To ensure that 2 hours of P.E. is timetabled each week.</p> <p>To maximise the number of after school clubs and maximise the opportunities for ALL children to attend these.</p>

Did you carry forward an underspend from 2021-22 academic year into the current academic year? **NO**

**Total amount carried forward from 2021/2022      £0**

**+ Total amount for this academic year 2022/2023    £21,010**

**= Total to be spent by 31st July 2023                £21,010**

## Key Requirements (to be completed at the end of year)

<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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></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><b>N.B.</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 2021</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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	

## 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: 2022/23		Total fund allocated: £15,000		Date Updated: September 2023	
<b>Key indicator 1:</b> 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:
					<b>71%</b>
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	<b>Target setting stage:</b> What is the expected impact?  <b>Review stage:</b> Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Focus - Ensuring pupils understand the value of exercise and activity (especially after inactivity during lockdown) and that P.E. keep children active and participating from start to finish.	<ul style="list-style-type: none"> <li>- Sports Teacher hired to deliver Fitness based PE lessons which increase pupils fitness and enable children to be active throughout the entire lesson.</li> <li>- Adaptations made to the school timetable to create more opportunity for activities.</li> <li>- Additional resources purchased for P.E. sessions and activities that take place on the school playground.</li> <li>- Portable sounds system on the playground to promote dance.</li> <li>- Sports leaders initiative to encourage 'activeness' at playtimes and lunchtimes.</li> </ul>		<i>Full wage cannot be disclosed as this will be identifiable.</i>  Proportion of wage paid for with PE Premium. <b>£15,000</b>		Class teacher must be present alongside the Sports Teacher. On one other occasion during the week, the Class teacher must deliver a similar session.  Play equipment and sound systems can be utilised in subsequent years.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	<p><b>Target setting stage:</b> What is the expected impact?</p> <p><b>Review stage:</b> Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	Sustainability and suggested next steps:
<p>Focus - Raising the profile of outdoor activity (Key awards for outdoor activities)</p> <p>Develop the orienteering elements of the P.E. curriculum.</p>	<ul style="list-style-type: none"> <li>- Continue activity badges for all year groups that promote outdoor activity.</li> <li>- Allow pupils to collect all of the badges.</li> <li>- Develop and resource the orienteering elements of the P.E curriculum for YEAR 5 and YEAR 2.</li> </ul>	<b>£1500</b>		<ul style="list-style-type: none"> <li>- Programme of badges and resources are in place and available to be used again in subsequent years.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				In calculation above
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	<p><b>Target setting stage:</b> What is the expected impact?</p> <p><b>Review stage:</b> Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	Sustainability and suggested next steps:
Focus - Skilling up teaching staff to deliver high quality P.E lessons (using strong subject knowledge and coaching methods for specific sports) and lead P.E lessons where activity is maximised.	<ul style="list-style-type: none"> <li>- Sports Teacher hired to deliver high quality PE lessons which increase pupils' activity within lessons, develop the children's skills effectively and enable children to be active throughout the entire lesson.</li> <li>- Expertise and input for Gymnastics from Pipers Vale School.</li> </ul>	<p>See above.</p> <p><i>Full wage cannot be disclosed as this will be identifiable.</i></p> <p>Proportion of wage paid for with PE Premium. <b>£15,000*</b> <b>*THIS AMOUNT WAS INCLUDED ABOVE.</b></p>		Class teacher must be present alongside the Sports Teacher. On one other occasion during the week, the Class teacher must deliver a similar session. Next year, the Class Teacher will apply what they have learnt and deliver some sessions by themselves.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	<p><b>Target setting stage:</b> What is the expected impact?</p> <p><b>Review stage:</b> Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	Sustainability and suggested next steps:
<p>Focus - To offer children the opportunity to take part in sports they would not ordinarily be able to participate in.</p> <p>Creating links wiith clubs outside of school to provide further opportunities and links.</p>	<ul style="list-style-type: none"> <li>- Golf</li> <li>- Archery</li> <li>- Dance</li> <li>- Squash</li> <li>- Gaelic Football</li> </ul> <p>All offered to children across the school.</p> <p>For families who cannot afford clubs provided by external providers on this site. Some of this money will be used to subsidise those children who want to attend.</p> <ul style="list-style-type: none"> <li>- Squash roadshow</li> <li>- Tag rugby Northampton Saints</li> <li>- Ipswich Town Football Club</li> <li>- Pipers Vale</li> <li>- Hockey</li> <li>- Cross trust wide opportunities</li> </ul>	<b>£1000</b>		<p>Many of these activities can continue on a yearly basis. Whilst there is a cost to some of them, many of the clubs offer these free of charge in light of free marketing and advertising for their clubs inc. holiday clubs and sports camps.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				<b>17%</b>
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	<p><b>Target setting stage:</b> What is the expected impact?</p> <p><b>Review stage:</b> Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	Sustainability and suggested next steps:
Focus - Continue (where possible during the year) to take part in competitive sport (Both inter class competition and school to school competitions)	<ul style="list-style-type: none"> <li>- A range of inter-class events organised and timetabled for the year.</li> <li>- Joining local sports partnerships so that we have access to competitive events.</li> <li>- Arrange low-key friendly events with local schools.</li> <li>- Attend sporting events run by local high school</li> <li>- A range of clubs run inside school throughout the year and for different year groups.</li> <li>- Marathon - whole school event. Raising awareness and further fundraising.</li> <li>- Trust wide sporting events.</li> </ul>	<p><b>£3510</b></p> <p>This includes the costs of joining partnerships, organising events, arranging transport and releasing staff to lead these.</p>		<ul style="list-style-type: none"> <li>- The school now has a timetable of sporting events that it will run on a yearly basis. The resources and planning around these have been very thorough e.g. sports day, therefore these could easily be replicated as all of the information and resources are already prepared.</li> <li>- Local sports partnerships are continuing to offer competitions which we will continue to buy into.</li> <li>- Key staff members have taken responsibility for coordinating different sporting events (meaning that the responsibility does not sit on the shoulders of just one person.</li> </ul>

Signed off by...	
Head Teacher:	Mr P Fykin
Date:	14th September 2022
Subject Leader:	Miss Bullock
Date:	14th September 2022
Governor:	
Date:	