



Fairfields School

Inspiring everyone to shine

2024/2025 PE AND SPORT PREMIUM DEVELOPMENT PLAN

EVIDENCING THE IMPACT, EXPENDITURE & SUSTAINABILITY

All children and young people should live healthy active lives. The UK Chief Medical Officers recommend that all children and young people should take part in moderate to vigorous intensity physical activity for at least 60 minutes every day, with the recommendation for disabled children and young people being 20 minutes of physical activity per day.

It is important that schools are supporting children and young people to achieve this aim. This is particularly true of primary schools where the foundations of positive and enjoyable participation in regular physical activity are embedded.

The Department for Education (DfE) wants all children to have equal access to high-quality PE provision and opportunities to experience and participate in a wide range of sports and physical activities. Schools should aim to provide high-quality PE and sport for at least 2 hours a week, complemented by a wide range of extracurricular sport and competitive opportunities. By providing this it can help improve children's health and wellbeing, personal development as well as academic attainment.

Schools should use the PE and sport premium funding to support children to meet 60 active minutes and achieve the above aims. This funding must not be used for core-type school activities. Schools should use it to:

- make additional and sustainable improvements to the PE, sport and physical activity they provide
- provide or improve equal access to sport for boys and girls
- ensure teachers have the relevant skills and knowledge to confidently teach PE in a structured way, prioritising continued professional development (CPD) and training where needed

HEAD TEACHER

Lesley Elder

PE LEARNING TEAM LEAD

Ben Barnett

PE & Sport Premium: Government intent

The purpose of the PE and sport premium grant is for schools to make additional and sustainable improvements to the provision of PE and sport for the benefit of all primary-aged pupils to encourage the development of healthy, active lifestyles.

This means schools **must** use the PE and sport premium to:

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

PE & Sport Premium: School intent

At Fairfields School, the primary intent of our use of Sports Premium Funding is to foster the holistic development of our pupils through the enhancement of their physical skills and overall well-being. This aims to create an inclusive and engaging environment where every child has the opportunity to participate in a diverse range of physical activities, promoting lifelong healthy habits and a positive attitude towards physical fitness.

We have utilised the funding to contribute to the following specific areas:

- ✓ Extending sporting opportunities through festivals and competition
- ✓ Specialist coaching related to our complexity of need
- ✓ Staff development and training
- ✓ Opportunities for physical development further than what is already offered by the school

Effective use of the funding

Schools should use the PE and sport premium funding to support children to meet 60 active minutes and achieve the funding intent (stated above). This funding must not be used for core-type school activities.

Schools should use it to:

- make additional and sustainable improvements to the PE, sport and physical activity they provide
- provide or improve equal access to sport for boys and girls
- ensure teachers have the relevant skills and knowledge to confidently teach PE in a structured way, prioritising continued professional development (CPD) and training where needed

It is important that schools make the most effective use of the premium. To best achieve this, spending should focus on making improvements in 5 key areas, to assist in:

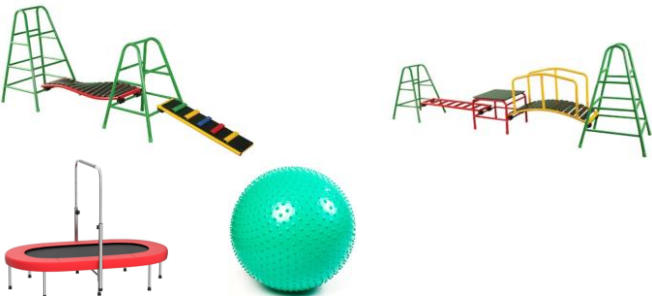
- increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities
- increasing engagement of all pupils in regular physical activity and sporting activities
- raising the profile of PE and sport across the school, to support whole school improvement

- offer a broader and more equal experience of a range of sports and physical activities to all pupils
- increasing participation in competitive sport

Evidencing the impact: Review of PE & Sport Premium expenditure 2023/2024

Action	Objectives	Key achievements & Impact	What could have worked better?	How will these achievements be sustained or further developed in 2024/2025?
<p>Warm Water Swim</p> <p>We need to maintain our extended swimming team as our pupils benefit from swimming in our warm water pool. Warm water swim sessions are particularly beneficial for pupils with physical difficulties.</p> <p><i>NB: This is in addition to national swimming requirements.</i></p>	<ul style="list-style-type: none"> • Identified pupils to have weekly warm water sessions, remaining pupils to have block swimming sessions • All pupils to make progress against their individual swimming targets • To provide opportunities for physical activity especially for pupils with limited physical movement 	<p>Every effort was made across the academic year for pupil to access the swimming pool. Unfortunately, due to having RAAC in the swimming pool changing rooms and ongoing maintenance issues we were unable to run regular sessions. The swimming coach remained in school and enabled pupils to access their learning through supporting in class. As well as supporting pupils learning through working with the class teacher, they also focused on pupils physical skills and physical activity, particularly when outside. They also worked with our site team and school business manager to ensure the NOP and EAP, and swimming risk assessment was up to date. This is so the swimming pool can be accessed when it was safe to do so. The swimming team have been working with our assistant headteacher to review how the pool is used to ensure this is successful in the next academic year.</p>		<p>The LA have invested a significant amount of money to the warm water pool enabling it to run as a commercial pool. In 24/25 the funding will be utilised through a contribution to the pool ongoing running costs associated with the pool in order to maintain staffing levels necessary for the safe operation and effective water safety and swimming education of the pupils. We will also be exploring how to expand the use of the pool to allow pupils within a specific key stage to access water confidence sessions.</p>
<p>Forest School</p> <p>This is approximately 1 days contribution towards the salary of the Forest School lead.</p>	<p>To develop pupils:</p> <ul style="list-style-type: none"> • confidence - It enables emotional growth, self-reliance, time and space to learn and demonstrate independence • social skills - An increased ability to build relationships and develop cooperative skills • communication - Increased language development 	<p>Forest school is a very successful part of our enrichment programme at Fairfield's. The continuous sessions and ethos of Forest School support so many of our objectives and drivers for the children allowing children to build on a variety of skills such as independence, communication skills, social skills, physical skills, and knowledge and understanding of the natural environments. It is accessed by EYFS and LKS2 weekly on site. Forest school has a very positive impact on all children who access it through the repetitive weekly sessions held</p>		<p>Development and moving forward for 2024-2025 is for every EYFS child to access weekly sessions on site at Fairfields and for LKS2 to access sessions off site at a different Forest school setting at another site different to school to be able to transfer and develop skills further at Forest school. We would like to expose all classes</p>

	<ul style="list-style-type: none"> • motivation - An increased ability to participate and concentrate over longer periods of time • physical skills - Improved development of physical stamina and gross and fine motor skills • knowledge and understanding - An interest in the natural surroundings and respect for the environment 	<p>on site. A range of activities provided within sessions contribute towards children developing new skills and building on the skills they already have. Our onsite Forest school area provides a place for children to be confident, independent, access child led activities and completely free in their learning and experiences outside in the natural environment.</p> <p>The natural outside resources, the outside areas themselves and the staff that provide those opportunities in Forest school contribute towards a range of children developing new language and communication skills, regulating behaviours and building in social emotional wellbeing, developing fine and gross motor skills and giving them those opportunities to be independent in their experiences outside.</p> <p>We have purchased a range of new natural resources to promote child led play through activities prepared and set up on site with these resources. We have a small dipping pond that we can create for the children to pond dip, but also we can create a sensory pond for our sensory children. We have purchased some new guttering and new shelter building kits which will allow a variety of skills to be learnt during sessions and transferred into other areas of learning throughout school. We have also purchased a range of bug magnifiers, larger magnifying glasses with bigger grip handles for children with limited fine and gross motor skills to be able to access bug hunting and exploring other parts of the natural outside area.</p>	<p>to Forest School so the approach can be included, where appropriate within the outside learning planning.</p>
<p>Horse Riding</p>	<p>To provide our Key Stage 1 pupils with a broader experience of physical activity</p>	<p>Horse Riding with Venture Riding for the Disabled based on the outskirts of Northampton continued for another year with all key stage 1 classes accessing it in a way appropriate to them and their needs. This year we were more consistent with being able to get to the venue and all classes experienced the stables and being with the ponies. From this experience the children developed</p>	<p>Horse Riding sessions will continue for 2024/2025.</p>

		<p>confidence from working with an animal, learning about animal care and safety as well as following rules and knowing about wearing protective equipment. They had to develop their physical skills through balancing on the pony and the use of communication and gesture when engaging with the pony. The sessions also supported the children's EHCP outcomes as there were opportunities for the children to develop their independence, physical skills and cognition skills. For our more sensory learners the children were able to respond to the different sensory experiences e.g. the touch of the ponies' fur, the swish of the tail.</p>	
<p>PE Resources and Outside Learning</p>	<ul style="list-style-type: none"> • Learning objectives/opportunities are identified linked to the physical development strand of Assessment for All. • Resources purchased to engage and enhance learning through playtimes and as part of learning (physical development) outside the classroom • Resources purchased to engage and enhance learning during PE sessions, ensuring pupils can access their learning effectively through PE sessions, and are safe. 	<p>There has been a number of key resources bought for specific outside learning areas as part of their gradual development over time. A big investment was made in the purchasing of a variety of climbing, balancing and rebound/jumping equipment. This has enhanced and developed the provision so that pupil's can regulate in line with occupational therapy strategies and advice in a safe and more appropriate way. This in turn supported children ability to engage in learning.</p>  <p>We also purchased a multi-use double sided water wall for our shared key stage 1 and lower key stage 2 playground, with a focus being on component parts, collaborative play, along with other resources such as balls, cars and other sensory moving objects. We have ensured accessibility for</p>	<p>To ensure the resources are now incorporated in the planning for outside learning and PE. To develop this further to include sensory circuits ensuring the physical skills are supporting sensory regulation further.</p>

wheelchair users and those with limited mobility enabling all to access.



We have invested funds into having waterproof electric sockets fitted in all our outside learning areas to enable diversity in equipment that can be provided in our covered outside learning areas. We also purchased bubble machines for all outside areas to enhance our sensory and engagement aspects of learning when in the outdoors. This has supported the engagement for pupils in outside learning, and has continued to develop children's physical skills e.g. from tracking the bubbles as they fall to jumping, chasing and popping the bubbles.

PE resources

Within the PE budget we enhanced resources for various aspects of our learning, we provided a variety of sensory and physical experiences as part of our summer sports topic. This then culminated with our annual sports day which all pupils engaged with as well as giving an opportunity for parents to participate alongside their children and see what they capable of and enjoying when accessing PE.



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.

Swimming - it is a requirement to publish the number of year 6 pupils who meet the national curriculum criteria for Swimming. The number for our current cohort is 0, due to the complex needs of these pupils.

PE & Sport Premium Funding | Development Plan 2024/2025

It is important that schools make the most effective use of the premium. To best achieve this, spending should focus on making improvements in 5 key areas, to assist in:

Key outcome 1 | increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities

Key outcome 2 | increasing engagement of all pupils in regular physical activity and sporting activities

Key outcome 3 | raising the profile of PE and sport across the school, to support whole school improvement

Key outcome 4 | offer a broader and more equal experience of a range of sports and physical activities to all pupils

Key outcome 5 | increasing participation in competitive sport

Intent		Implementation			Impact		
Objective/ intended impact	Planned cost Key outcome	Actions to achieve Outcome	Planned cost	Actual cost	Expected impact? <i>What do you expect to achieve?</i>	Actual impact? <i>What have you achieved? What difference has it made?</i>	What evidence do you? <i>How can you evidence you have achieved this?</i>
What do you want to achieve?	What key outcome does the objective link to?	<i>What do you need to do to achieve your intentions?</i>					
To have appropriate resources to ensure warm water swimming is delivered to a high standard	KO 2 KO 3 KO 4	Review the resources already in place and identify what else is needed Replace key resources e.g. slings	£3030.27	£1860 (Aut term)	Higher levels of engagement. Staff confident levels improve. Pupils access to learning improves.		
To make a contribution to the pools ongoing running costs associated with the pool in order to maintain staffing levels necessary for the safe operation and effective water safety and swimming education of the pupils.	KO 2	Contribution of funds made toward swimming coach salary and running costs of the pool.	£5425.42	£5425.42 (Aut Term)	All pupils who access swimming to make progress against their individual swimming targets To provide opportunities for physical activity especially for pupils will limited physical movement		
To make a contribution to the work of Forest School to enable	KO 2 KO 3 KO 4	Contribution made towards the Forest School Leads Salary.	£6000		To develop pupils: confidence - It enables emotional growth, self-		

<p>children to develop their confidence, knowledge and skills while using their physical skills outside.</p>		<p>Purchase resources to continue to support Forest School sessions.</p> <p>Fund for some Key Stage 2 classes to access Forest School using the University of Northampton's Forest school provision</p>			<p>reliance, time and space to learn and demonstrate independence</p> <p>social skills - An increased ability to build relationships and develop cooperative skills</p> <p>communication - Increased language development</p> <p>motivation - An increased ability to participate and concentrate over longer periods of time</p> <p>physical skills - Improved development of physical stamina and gross and fine motor skills</p> <p>knowledge and understanding - An interest in the natural surroundings and respect for the environment</p>		
<p>For Key Stage 1 pupils to access Horse Riding to give them a broader experience of physical activity</p>	<p>KO4</p>	<p>Organise for Key Stage 1 pupils to access horse riding sessions in blocks across the academic year</p>	<p>£1000</p>		<p>For pupils to be given the opportunity to ride and carry out pony care activities.</p> <p>The children to developed their confidence, apply their skills in building relationships and communication.</p>		

					To exposed the children to different type of physical activity, developing their fine and gross motor skills.		
To develop the skills of teachers to enable them to deliver water confidence sessions.	KO1 KO2	Organise training for teachers Support Teacher and Teacher of School Swimming - Blended Learning Other training to support the delivery of water confidence sessions CPDs for supporting swimmers with additional needs	£400 - £99pp £36 per programme TOTAL: £600		For teachers to have the knowledge and skills to deliver water confidence sessions effectively, as part of our commitment to the NC requirement for swimming and water safety.		
Outside Learning & PE Resources	KO 2 KO 3 KO 4		£8200.12	£5578.92 (Aut Term)	<ul style="list-style-type: none"> Resources purchased to engage and enhance learning through playtimes and as part of learning (physical development) outside the classroom Resources purchased to engage and enhance learning during PE sessions, ensuring pupils can access their learning effectively 		

					<p>through PE sessions, and are safe.</p> <ul style="list-style-type: none"> • Outside learning and PE sessions have a clear focus on physical development either with objectives and assessment points from our curriculum and assessment for all or links are made with the children's EHCP outcomes. This will be demonstrated through children's progress. 		
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Accountability & reporting

Schools are accountable for how they use the PE and sport premium funding allocated to them. The school's senior leadership team should make sure that the funding is spent for the purpose it has been 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 and determine how it fits into school improvement plans and assess the impact it is having on pupils. To assist with this, in conjunction with the National Governance Association (NGA) and the Local Government Association (LGA) we have devised a [monitoring tool](#) that can be used for this purpose.

Schools, local authorities and academy proprietors must follow the terms set out in the conditions of grant document. If a school, local authority or academy proprietor fails to comply with these terms, the Secretary of State may require the school to repay all or any part of the premium paid.

Digital reporting tool | From July 2025, all schools must complete the digital reporting form. The digital form outlines how the school has used its PE and sport premium and the impact it has had on achieving the aims and objectives of the funding.

The digital form contains a series of questions and free text boxes. Schools can enter details on how the PE and sport premium has been used to make improvements in the 5 key areas highlighted in this guidance. It can also be used to generate the necessary online report. As well as a series of questions and free text boxes, schools will also be required to report on the following information:

- figures on the overall spend

- what the funding has been spent on
- whether there is any unspent funding
- swimming and water safety attainment

Digital tool will go live in June 2025 and will remain open until 31st July 2025.

Online reporting | As part of the conditions of grant, by 31 July 2025, a school must publish on its website a report detailing how it has spent its PE and sport premium funding allocation. A school may choose to download a copy of its digital form return and use this as its published report.

Development Plan updates

Document completed by:	Lesley Elder	Date:	September 2024
Document updated (date)			