

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

Under the Quality of Education Ofsted inspectors consider: **Intent** - Curriculum design, coverage and appropriateness Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment **Impact** - Attainment and progress

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

Schools funding make additional and sustainable improvements must use the 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:

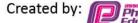
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects: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

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages 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 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2023.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.













Details with regard to funding Please complete the table below.

| Total amount carried over from 2021/22 | £0 |
|---|----------|
| Total amount allocated for 2021/22 | £ 18,400 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 £ 18,400 | |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £ 18,400 |

Swimming Data

Please report on your Swimming Data below.

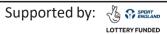
| Meeting national curriculum requirements for swimming and water safety. | |
|--|------|
| N.B. Complete this section to your best ability. For example, you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional 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 | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023. Please see note above | 52 % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 64 % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 77 % |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | Yes |















Action Plan and Budget Tracking

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

| Academic Year: 2022/23 | Total fund allocated: | Date Updated: July 2023 | |] |
|--|--|-------------------------|---|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | Percentage of total allocation: 19 % | |
| 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Increase level of weekly physical activity for all pupils. Improve level of active play in girls during free time. | Ensure that there are opportunities throughout the day for free time. Ensure there are high levels of resources available during free time. | £1500 | Girls only activity on a Monday has helped to improve overall participation and has continued to give the girls a greater voice in school sports. | This should be ongoing to ensure that girls have the opportunity to take part in physical activity in an environment where they feel comfortable and can achieve. |
| Provide equipment that will promote high quality sports activities. Improve lunchtime activity through adult led PA. | Lunchtime support staff to lead games that encourage all chn to be active. SCL to lead twice weekly lunchtime club (until Spring 23). Make specific times available for girls only to try sporting activities. | £1920 | SCL supported all chn to be active and guided chn to enjoy being active. Positive feedback from chn about the lunchtime clubs. Lunch staff have used a variety of equipment to set up game stations thus widening the opportunity of physically active games during free time. | Having more lunchtime guided activities from SCL staff would aid the profile of being active and support the management of such activities. More equipment to be provided from the PE budget to ensure a wide offering of physically active games are available to all. |













| Key indicator 2: The profile of PESSPA | being raised across the school as a to | ool for whole sch | nool improvement | Percentage of total allocation: |
|---|--|-----------------------|--|--|
| | | | | 2 % |
| 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| , , , , , | Chance to Shine cricket coach delivering lessons in Spring term to years 3 and 5 | £ free | try a new sport. Some children | To continue to raise the profile of different sports, this should be offered again next year to the same year groups. |
| T | Peer mentors sports coaching skills and lunchtime activities. | £400 | Mrs B has continued to help lead our peer mentors and there is a continued high level of children being active in these sessions during free time. | To continue to maintain the school display are weekly updates of the lunchtime activities to raise awareness. |
| | members. Updates and photos celebrated in school newsletter and website. Awards given for sports awards in end of term assemblies. | £ free £ free | | Sustaining teacher led clubs is tricky to maintain without any compensation. This needs to be looked in to for next year. Continued promotion of sporting activities through social media and newsletters. |
| | | | | |













| Key indicator 3: Increased confidence | e, knowledge and skills of all staff in t | eaching PE and | sport | Percentage of total allocation: |
|--|--|--------------------|---|--|
| | T | | | 32 % |
| 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Ensure PE planning is high quality, well sequenced and has good progression across the school. To ensure that the PE curriculum is ambitious and sequential for all learners including SEN and disadvantaged pupils. CPD for staff | (cricket, athletics, tennis, dance). Staff continue to benefit from external P.E. coaching as part of their CPD enabling them to further develop skills to effectively teach a range of sports. Teachers apply this to further developing their own pedagogy when teaching PE lessons. | | Improved staff confidence and knowledge in teaching PE through scheme of work. All staff feel their teaching has improve through using the SOW. Teaching alongside a professional coach has given staff additional skills and confidence in specific sports. Cricket CPD for staff provided good tips that can be adapted across other sports. Also identified additional sources of planning and information for staff to use to support their teaching. | Using the Get Set for PE scheme of work will continue next year. This will ensure that all teachers can reflect on their progress this year and have guidance from PE lead for next-steps in teaching PE next year. CPD opportunities will continue next year — with coaches teaching alongside teachers and during specific staff training sessions after school where a need for support has been identified. |













| Key indicator 4: Broader experience of | f a range of sports and activities offe | ered to all pupils | | Percentage of total allocation: 42 % |
|---|--|--------------------|---|--|
| 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To provide high quality extracurricular sporting opportunities. | After-school gymnastics club provided by external provider and subsidized by school. Before school taekwondo club provided by external provider and subsidized by school. After school football club provided by external provider and subsidized by school. After school sports clubs provided by staff members. | £ 1475 | clubs throughout the school year. Where necessary, equipment is provided by the school. Eligible children can receive funding support. | In the coming year, PP chn need to be identified and actively be encouraged to participate in extracurricular opportunities with the funding provided wholly by the school. All chn should have equality of opportunity. |
| All children to receive at least one term of swimming as part of the national curriculum offer + top-up sessions | Provide catch-up sessions for swimming sessions in addition to swimming lessons for year 5 | £ 3700 | See notes on swimming data. | |
| Cycling proficiency training to all children in year 6 through the 'Bikeability' scheme. | Chn learn how to cycle well and keep safe. | £ free | | |
| Ensure equipment is readily available and of a sufficient number and standard to support the teaching of all sports and activities. | Annual check to ensure equipment is safe. Provision of a variety of equipment to allow all children to participate and feel successful in PE. | £ 40 | | |













| Key indicator 5: Increased participation | on in competitive sport | | | 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| School sports day to take place over a whole day. | PE lead time to plan and resource sports day. | £ 400 | School sports day was well received by the children, school staff and parents. Children enjoyed the opportunity to excel in physical activity and be recognized for their achievements. | Continue to work closely with children and parents to make sports day a positive experience again next year. |
| Increase the offering, role and profile of inter-school competition. | Parent survey to identify which areas need improving. DHT involved in participation, arranging of and managing district athletics event. | £ free £ 550 | Parents have identified that they would like to have more extracurricular competitive events for their children to participate in. | Increase attendance in local sporting festivals needs to be prioritized for the next academic year. |

| Signed off by | |
|-----------------|-------------|
| Head Teacher: | SMª Givings |
| Date: | 21.7.23 |
| Subject Leader: | Rallu |
| Date: | 21.7.23 |
| Governor: | |
| Date: | |























