

It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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

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

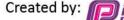
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
  pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. 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 <u>publish details</u> 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 <u>HERE</u>.













## **Details with regard to funding** Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 16, 590
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

## **Swimming Data**

Please report on your Swimming Data below.

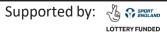
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances 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?	83%
<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 2023. Please see note above	
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?	83%
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?	No















## **Action Plan and Budget Tracking**

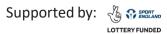
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	ated: Date Updated:		
<b>Key indicator 1:</b> The engagement of primary school pupils undertake at least	Percentage of total allocation: 20%			
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:
Children are engaged in physical activity during break and lunch time.	<ul><li>1a. Purchase of sports equipment for each year group.</li><li>1b. Purchase of basketball nets for upper KS2 yard.</li><li>1c. Purchase of bikes, scooters and helmets.</li></ul>	£3200	1a & 1b. sports equipment purchased — children are more active during break and lunch times.  1c. Children can use bikes and scooters in on the yard during break and lunch meaning they are more active.	Continued usage of bike and scooters. Continue to promote a range of sports and games over break and lunch.
<b>Key indicator 2:</b> The profile of PESSP.	A being raised across the school as a t	ool for whole sc	nool improvement	Percentage of total allocation:
				28%
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:













1.	Increase the number of disadvantaged children attending active after-school clubs (previous academic year 52%).	<ul> <li>1a. Target disadvantaged pupils – register of attendees.</li> <li>1b. Purchase gardening equipment and tools for a gardening club.</li> <li>1c. Each year group to be offered an after-school sports club by outer agencies.</li> </ul>	£ 4600	pupils attending active after- school clubs, including gardening: 82% Children are given more	Maintain the number of disadvantaged children attending active after-school clubs by offering a range of sports and activities by staff and agencies.
2.	understanding of the	2a. Orienteering planned into the curriculum with clear and sequential objectives.		geography.	Teachers to continue teaching orienteering as a discreet unit and link with other areas of the curriculum throughout the school year.
3.	Increase the number of children who can swim 25meters before the end of the academic year (previous academic year 61%)	3a. Additional swimming lessons for children in Year 6 who require.		Percentage of children who can swim 25metres: 83%	Maintain the number of children swimming 25 meters. Offer additional lessons those children who require them.
4.	Adequate PE and sports equipment purchased to allow for good PE lessons.	4a. Purchase and audit of PE and sport equipment.		HESSOLIS, ADDIVILLE SKIIIS LO A LALIEE OL	Replenish needed sports equipment in September 2023, ready for the academic year.













5. Usage of Treetops gross and	5a. Liaise with SENCO and support	Children with gross and fine motor	Children will continued to be
fine motor skills intervention	staff to identify children and		supported through Treetops
across school to support SEND	activities that will develop specific		intervention in line with
and lower attaining pupils in	needs.	professionals.	support plans.
independent learning skills.	5b. Purchase of equipment needed		
	for intervention.		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport		Percentage of total allocation		
				20%
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:
<ol> <li>IPEP curriculum purchase to support staff in teaching PE.</li> </ol>	<ul><li>1a. Training for subject leader and CPD for staff.</li><li>1b. Lesson observations in PE.</li></ul>	£ 3200	Children receiving sequential, progressive curriculum that follows the same structure across the key stage.	Continued use of IPEP on the updated PE curriculum alongside assessment strategies.
<ol> <li>Development of assessment and reflection points across the curriculum so that children are embedding key knowledge and concepts om their long- term memory.</li> </ol>	2a. Subject leader to liaise with PE Co-coordinators in the SLP Partners. 2b. Subject Leader to PE network meeting.		Assessment strategies have been developed and implemented so that progression is clear.	













Key indicator 4: Broader experience	of a range of sports and activities of	fered to all pupils	5	Percentage of total allocation:
				12%
Intent	Implementation	1	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:
Children will experience     workshops over the year to     encourage participation in new     sports.	1a. Bookings of workshops and purchase of equipment to continue after-school clubs. Autumn 1 – Yoga Spring – Box2BFit Summer – Pop Dance	£2100	Children experienced new and exciting sports leading to higher attendance in after-school sports clubs. Purchase of equipment allows children to continue practicing the sport throughout during school.	Maintaining of children attending after-school sports clubs. Workshops to be books to promote engagement in the next academic year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
Intent	Implementation	on	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:













1. Maintain the % of pupils participating in sports events and competitions (previous academic year 95%).  1a. Join SLP sports events events in total across K 1b. Purchase of sports children who attend events in total across K 1b. Purchase of sports children who attend events in total across K 1b. Purchase of sports children who attend events in total across K 1b. Purchase of sports events in total across K 1b. Purchase of sports events across K 1b. Purchase events events events across K 1b. Purchase events	f4000 (including	Children develop a love for sports and	competitions.
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Signed off by	
Head Teacher:	RBell
Date:	3/7/23
Subject Leader:	V. Wilkinson
Date:	03.07.23
Governor:	C. Harwood
Date:	03.07.23











