

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 judgement. 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 offers
- 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 https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools 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 underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

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 31 July 2023.

Supported by:















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

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£21290
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£21290
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£21290

## **Swimming Data**

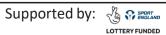
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section as best you can. 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	85%
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	
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
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?	<mark>Yes</mark> /No













## **Action Plan and Budget Tracking**

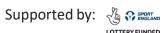
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: Date Updated:			
Key indicator 1: Increase confidence,	Percentage of total allocation:			
				96% = £20497
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Continued exposure of children and teaching staff to high-quality PE teaching games and athletics.	Use of outside sports coaches to support teachers in the delivery of games lessons in school (ongoing CPD.	£20497	development of teachers teaching standards of games and athletics. Learning walks and reviews of planning of coach indicates this.	Increased sports clubs for after school — football, tennis and next year handball.
CPD offered to all staff from preschool to Year 6.	Tennis CPD offered to all staff. Dance CPD offered to all staff.	Included above	Enables staff to competently teach subjects they are less confident in.	
<b>Key indicator 2:</b> The engagement of all pupils in regular physical activity – Chief Medical Officers' guidelines recommend that				Percentage of total allocation:
primary school pupils undertake at least	st 30 minutes of physical activity a day in	n school		2% = £550
Intent	Implementation		Impact	













Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 have access to active learning in lessons through curriculum based orienteering courses.		become more physically active and children can learn outside.	courses sent out yearly. Additional resources purchased
Bought into a new PE scheme — Get Set for PE which provides lesson plans, resources for games, dance, gymnastics, and athletics for pre- school through to year 6	Teachers will have CPD and access to these online lesson plans from July.	1550	A scheme which is well planned and can be used by all adults to teach PE, the scheme will set out in detail which year group will	for all classes.  Launch new scheme to staff in  September so staff can become  familiar with lessons and  resources. Review in Ist half  term.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement			Percentage of total allocation:	
				%0
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 Games events across KSI and KS2 actively encouraged by PE team and teachers.	Members of the PE team and extra-curricular team work closely together to promote active lifestyles throughout the year to parents/carers and children.	Teacher Time	games opportunities.	variety of opportunities for children to explore different forms of physical activity.
Cross curricular clubs encourage and promote a wide variety of sports at lunchtime and after school.	Ongoing engagement and adaption to clubs which reflect the needs of the children and the curriculum.	Teacher Time	,	Continue to offer lunchtime and afterschool clubs to all children giving PP children













				priority.
Daily Mile and storm break lesson time encourages active time throughout the school day.	, , ,	Lesson Time	Timetabled into year groups plans for the week.	Achievement of storm break award and recognition for commitment to the programme— placed on timetable for the foreseeable future.
used during PE lessons as well as during lunchtimes and breaktimes.	activity during break and lunchtimes.		Playgrounds games introduced at lunchtime and playtime for all year groups.	Monitor what activities are being completed using these playground markings and encourage all year groups to use the playground for games sessions.
<b>Key indicator 4:</b> Broader experience o	f a range of sports and physical activi	ties offered to all	pupils	Percentage of total allocation: $2\% = £2504$
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Continued membership of PEDSSA to allow entry into school games events and CPD courses.	Every half term children across the school went to events at other schools to participate in a range of sporting activities.	£35.50	Focus on these events was PP/SEN and dis engaged children in sports.	













children's sports and interests.	A range of sporting events has been introduced to the PE curriculum to reflect the children outside interests and achievements.	DR3/RD Sports		Handball being introduced in September 2023. Continue to reflect the children's needs of sporting games and interests.
for all year groups.	Children have access to active learning in lessons through a curriculum based orienteering course.		become more physically active and children can learn outside.	Continue to monitor orienteering across the school and plan cross curricular lessons to ensure ethe use of this course and involvement for all. CPD refresher.
swimming lessons	to and troop the autimomina (antro	contribution	ability for these groups which is evidenced in swimming scores.	Continuation of policy to provide children from PP backgrounds the opportunity to learn to swim.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
				Staff allocated time.
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:













Ongoing involvement with Sports games organisations through the academic year. Involvement with events organised through PEDSSA and Sports Games.	PE champions to be actively engaged with PEDSSA and lead, organize	Time	students in PE events. Children	Continue with participation of engaging students in sporting events.
Sports Ambassadors to be trained in play leading.	Sports Ambassadors to be trained in playground leading.	Time	supported the organisation and deployment of sports days across the school and the running of sports week activities.  They have taken the role of	Sport's Ambassadors from Year 5 to continue into Year 6 with 5 new children from Year 4 going into year 5 to be trained up and to deliver play leading and lead/support in other sporting events.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Susan Parkinson
Date:	20/7/23
Governor:	
Date:	











