

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.

Please visit <u>gov.uk</u> for the revised DfE guidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will helpyoutoreview 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. The funding **should** be spent by 31st July but the DfE has stated that there will be <u>no clawback</u> of any unspent money so this can be carried forward into 2023/24.

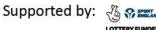
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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 of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. £ 16,000	Total amount of funding for 2022/2	3. Ideally should be spent and reported on by 31st July 2023.	£ 16,000
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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?	100%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

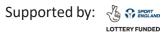
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
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: %	
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:
programme of physical activity which	sustained in length and frequency. B. Active break times which will be led by teachers and PE staff. This includes use of the activity markings	£1000	A. Pupils will be accessing a playground that lends itself to physical activities and offers a range of stimulating and motivating equipment and activities. (Lunch activity timetable) b. The vast majority of children will achieve at least 30 active minutes a day in school or after school events. All of the children in KS1 have achieved 30 active minutes per day in an informal setting I.E Active break-times and Lunch times. c. Pupils will be accessing a playground that lends itself to	Continuation of steps in line with AFPE and YST













			range of stimulating and motivating equipment and activities. (Lunch activity timetable)	
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
			T	%
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:
	Access the below awards to quality assure the provision in place. 1. AFPE QM Distinction 2. YST Gold Mark 3. RHS Level 3 4. Woodlands Bronze award 5. School Games Gold award 6. Best practice in PE Winner 2022			Continuation on QM action plans
C. Involve the school council in key decisions around which sports need accessing on a daily basis and how to develop the playground further.	Improve lunchtime provision and activities available.			
D. Barriers to engagement are identified and plans are in place to remove or reduce these.				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:













				%
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:
development, mentoring, training and resources to help them teach PE and Dance provision effectively thus mproving teaching and learning and so outcomes for pupils. B. Ensure all staff have a diverse knowledge of different PE topics and can confidently deliver a wealth of age related activities to their class to further improve the quality of teaching.	A. Staff skills audit/self-assessment undertaken, along with school evaluation and monitoring by PE lead (JC) and SLT B. Targeted team teaching in place to support and develop staff knowledge and skills in all aspects of PE curriculum and assessment. C. Lessons are carefully planned to meet the needs of all pupils (particularly SEND), to ensure progression and skill development.	£4000	Pupil's consistently achieving NC outcomes More high quality teaching leading to greater progress in PE — assessment levels Positive impact on Whole School improvement. Staff audits	Continuation in CPD in line with SDP.
Key indicator 4: Broader experience of	f a range of sports and activities offe	red to all nunils		Percentage of total allocation
Rey marcator 4. broader experience of	a range of sports and activities one	area to all pupils		T CI CCITTAGE OF LOCALION
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested













what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Children have access to a range of non-traditional after school clubs including; Yoga, Dodgeball, Gymnastics. Target inactive pupils through non traditional sports. Additional achievements:	Develop intervention programs e.g. C4Life, Develop intervention programs to follow on from these days e.g. Girls/Boys Active Clubs. Use of Lunchtime Organisers and external providers to target inactive pupils through high energy activities. Target the least active children.	£4000	Increase in number of SEND events attended. Increase in number of SEND pupils attending clubs/festivals. Increased participation in the broader range of sports and activities offered. (Evidenced in registers and in response to parent suggestions. Participation up to 60%)	Continue to change afterschool clubs every term to increase range of sporting experiences for every child based on consultation and participation rates.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementati	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	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:











consolidate through practice:				
Review competitive opportunities for	Use WASSP Competition Events	£2000	67% of KS2 children taking part in	
SEND children.	Calendar to plan competition	12000	events	
	entries for year.			
Review School Games Participation			Increase in first time competitors	
including a cross section of children	Review children who have			
who represent school.	represented school in the past &		Higher % of SEND pupils attending	
	ensure a wider range of children		SSP competitions	
	get involved by choosing events to			
	attract children who have not			
	taken part before.			
	Ensure SEND pupils are identified			
	and supported to attend			
	appropriate competition			

Signed off by	
Head Teacher:	
Date:	28/07/23
Subject Leader:	J Cooney
Date:	28/07/23
Governor:	E. Murphy
Date:	28.07.23











