

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 to make additional sustainable improvements the and Physical Education, School Sport and Physical Activity (PESSPA) the quality of 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 gov.uk for the revised DfE guidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend. DfEencouragesschools 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. The funding should be spent by 31st July but the DfE has stated that there will be no clawback of any unspent money so this can be carried forward into 2023/24.

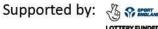
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than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

Created by:















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

| Total amount carried over from 2021/22   | £13,235                            |
|--|------------------------------------|
| Total amount allocated for 2021/22   | £35,306                            |
| How much (if any) do you intend to carry over from this total fund into 2022/23?                       | £13,916                            |
| Total amount allocated for 2022/23   | £21,390                            |
| Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023. | £35,306 (5,306 to be carried over) |

## **Swimming Data**

Please report on your Swimming Data below.

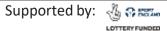
| Meeting national curriculum requirements for swimming and water safety.   |     |
|---|-----|
| N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to 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?  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   | 10% |
| 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   | 6%  |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 0%  |
| 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: £35,306   | Date Updated:      | July 2023   |  |
|---|---|--------------------|---|--|
| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that                 |   |                    | Percentage of total allocation:   |  |
| primary school pupils undertake at le   | ast 30 minutes of physical activity a c   | lay in school      |   | 25%  |
| 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:   |
| at least 30 minutes in school.  | Acquired a range of different equipment that children can use during breaktimes and lunchtimes. | £8861.83           |   | Equipment will continue to be bought for children to use at breaktime and lunchtime. Bulk  |
| Increase the number of activities and range of equipment for children in the playground.  | Bought in ping-pong tables, table footballs and more equipment to                               |                    | 1   | of equipment has already been purchased so costs will be lower for equipment next year.    |
| Organised games for children during   | improve the number of activities children can take part in.                                     |                    | Children have more choice and a wider availability of activities and                    |  |
| breaktime and lunchtimes to improve   | •   |                    | games they can play at lunch.   | how it is being used and when more needs to be ordered in.                                 |
| play leaders.   | organized games led by play leaders and staff.  |                    | Children's behaviour has improved and there is more                                     | Look at sectioning off the   |
| Children are more active in class, increase concentration from regular  | Time to Move/Time to Exercise and   |                    | cooperative play and teamwork.  | playground and having areas<br>for children to play different                              |
| active 'brain breaks'   | Time to Relax books bought in to improve children's knowledge of                                |                    | Play leaders are confident to run games and show pride in being                         | games.   |
| Children take part in 'active interventions'  | how to be more physically active and how to log their daily activities.                         |                    |   | Continue to build relationship<br>between Play Leaders and<br>Lunchtime Staff with regular |
| In-school training for Play Leaders   | Play Leaders training to lead   |                    |   | training.  |













|  | lunchtime games, supported by Lunchtime Staff.  Primary Stars to engage and improve selected children's attainment using active interventions. |                       |  |   |
|--|--|-----------------------|--|---|
| <b>Key indicator 2:</b> The profile of PESSPA  | A being raised across the school as a to   | ool for whole sch     | nool improvement   | Percentage of total allocation:   |
|  |  |                       |  | 14%   |
| 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<br>allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?  | Sustainability and suggested next steps:  |
| lessons. Engagement from all pupils, leading to more children being physically active.  Improved links across the curriculum.  More emphasis on inclusive practice | TLR and Staffing costs.  | £4875.70              | From monitoring and pupil discussions it is clear children enjoy and are excited about taking part in P.E.  Staff will be trained to use iPads and 'tweet' P.E lessons.  Staff are more confident in the | Staff to regularly use iPads to tweet lessons and raise the online profile of P.E in school.  TLR to continue, some staffing costs will decrease. |
| _  | Regular equipment audits. Buy in tablets/iPads to raise the  |                       | ability to extend and support children's learning.   |   |
| ,  | online profile of P.E.   |                       | Assessment system helps identify needs and greater depth children for tournaments. Staff also use the progression document to identify gaps in children's  |   |
| increase concentration from regular active 'brain breaks'  |  |                       | learning. Through monitoring, pupil and  |   |







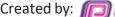






| Inclusive in-house tournaments to     | teacher discussions, children    |
|---------------------------------------|----------------------------------|
| engage children who may not be        | enjoy their regular brain breaks |
| confident or take part in competitive | and understand the importance    |
| tournaments.                          | of P.E and staying active.       |
|                                       |                                  |
| P.E to have more online presence.     |                                  |

| Key indicator 3: Increased confidence   | , knowledge and skills of all staff in t   | eaching PE and       | sport   | Percentage of total allocation   |
|---|--|----------------------|---|--|
|   |  |                      |   | 3%   |
| 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:   |
| PDM – Focus on active lessons, confidence of staff in certain areas and engagement from all pupils who need both support and children who need their learning extended.       | Range of new equipment bought in, across all year groups. Liaised with SLT to improve key areas for each year group. Consistent informal conversations with staff and monitoring | £1016.70             | All staff have the equipment that is needed to teach high-quality lessons.  All staff are more confident to deliver active P.E lessons that | Regular equipment will need to be ordered but bulk of equipment has already been purchased.  Continue to do in-house P.E |
| Continued auditing and ordering of new equipment, making sure it is safe, and linked to our scheme of work, making sure all staff have all equipment available to teach high- | identifies any new equipment that needs ordering.  Regular monitoring and class visits.  |                      | support children as well as extend their learning.  | CPD but also hire outside professionals to deliver training.   |
| quality P.E lessons.  | Teachers selected to receive 'team-teaching' training from   |                      |   |  |
| Continued use of P.E Planning scheme.   | outside agency.  |                      |   |  |
| Coaching from outside agency (B.C.F.C Primary Stars) to upskill and increase confidence of teachers.  Key indicator 4: Broader experience of                                  | for rough of another and activities off-   | والمرسولات والمرسوال |   | Percentage of total allocation   |















|   |   |                    |  | 14%  |
|---|---|--------------------|--|--|
| 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:   |
| Additional achievements:  | A number of after-school clubs including: judo, football, cricket and gymnastics offered to a range | 1+/1 U / 5         | with lots of children on the waiting   | Continued use of both in-<br>house and outside providers to<br>deliver sports clubs. |
| A broad range of sports to be offered after-school.   | of year groups.   |                    | school clubs and show a keen   | More costs for outside provider but money will be saved from staffing costs.         |
| Children to be asked what after-<br>school clubs they would prefer.   |   |                    |  |  |
| All year groups will have the opportunity to take part in afterschool sports clubs.   |   |                    |  |  |
| Inclusive after-school club for all pupils, regardless of ability.  |   |                    |  |  |

| Key indicator 5: Increased participation in competitive sport |                           |         |                             | Percentage of total allocation: |
|---|---------------------------|---------|-----------------------------|---------------------------------|
|   |                           |         |                             | 27%                             |
| Intent  | Implementation            |         | Impact                      |                                 |
| Your school focus should be clear                             | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested    |











| achieve are linked to your intentions:   | allocated:  | pupils now know and what can they now do? What has changed?:  | next steps:  |
|--|---|---|--|
| Mini-bus to take children to events.  A number of staff trained to drive the mini-bus (including coach and P.E | £9486   | Children are extremely excited and  | The online profile of P.E and sport has been raised across school through tournaments (role-   |
| Increase the amount of tournaments as well as the amount of children   |   | tournaments.  | models in P.E) and should continue to rise as we take part in more tournaments.  |
| taking part in tournaments.<br>Using assessment system to choose   |   | Panathalon events and reaching the  | Mini-bus is sustainable, important for transportation of pupils to different sporting events more  |
| children for tournaments based on attainment in P.E  |   | time.   | flexibly. Liaise with schools within the Kingfisher Collaboration.   |
|  | intentions:  Mini-bus to take children to events.  A number of staff trained to drive the mini-bus (including coach and P.E lead).  Increase the amount of tournaments as well as the amount of children taking part in tournaments.  Using assessment system to choose children for tournaments based on | intentions:  Mini-bus to take children to events.  A number of staff trained to drive the mini-bus (including coach and P.E lead).  Increase the amount of tournaments as well as the amount of children taking part in tournaments.  Using assessment system to choose children for tournaments based on | intentions:  Can they now do? What has changed?:  Mini-bus to take children to events.  A number of staff trained to drive the mini-bus (including coach and P.E lead).  Increase the amount of tournaments as well as the amount of children taking part in tournaments.  Using assessment system to choose children for tournaments based on attainment in P.E  E9486  Taken part in significantly more tournaments.  Children are extremely excited and passionate about taking part in tournaments.  Increased number of tournaments that have been won, including Panathalon events and reaching the finals of the EBSFA league for the first time. |

| Signed off by   |  |
|-----------------|--|
| Head Teacher:   |  |
| Date:           |  |
| Subject Leader: |  |
| Date:           |  |
| Governor:       |  |
| Date:           |  |











