

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:

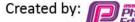
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
 pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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	£22510
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£22110
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 22110

Swimming Data

Please report on your Swimming Data below.

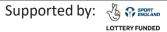
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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 2022. Please see note above	55%
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	30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%
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/ <mark>No</mark>















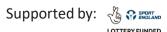
Action Plan and Budget Tracking

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: £22,110 Date Updated: July 2023			
Key indicator 1: 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 least 30 minutes of physical activity a day in school			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:
Provide a varied PE curriculum for all children. Ensure playtime equipment is available for engaging sports activities during break/lunch time.	Ensure teachers are confident with PE overviews and MTP's. TA's to lead and oversee playground games. Red Hats to support. Make sure stock check is taken regularly and replenish equipment when necessary.	PE equipment/Resro urces: £1744	PE lessons are engaging, exciting and allow pupils to improve: skills build on from the previous year, children are given opportunities to demonstrate efficient teamwork and share key knowledge. Clubs have deployed effectively A large proportion of physical activity at breaktime and lunchtime allows children to take part in moderate/high intensity games.	Playsport coaches to liaise with teachers regarding after school class participation. Invite TA's to PE insets. They can learn a variety of adaptable games that can be transferred to the playground. Sports coordinator to support year groups, playground activities and order PE resources.
Key indicator 2: The profile of PESSPA being 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 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:
Acknowledge milestones for year 5 swimmers: a change of swimming group, swimming in the deep pool,	Liaise with year 5 staff to find out information about swimming achievements.	Nil	•	Encourage staff to promote PE and praise progress in special assemblies.
swimming 25 metres unaided etc.	Children to wear their PE kit on the		sessions with teachers.	Keep aware of children who
Ensure children wear their PE kit to school on designated PE days.	allocated days to remind them about the importance of leading active/healthy lifestyles, avoid		Increased numbers of children swimming outside school hours to better their progress.	are regularly receiving sports success awards and recommend external sports
Announce school/individual sport achievements. Distribute 'sports success' certificates throughout the	changing time delays and increase class participation.		Children will have a better	clubs for them to attend. Create links with external
school year.	Acknowledge and celebrate match results, swimming information and personal notable achievements, inc.		timetable and organise	sports clubs, which children interested can attend.
	Celebrate children's extracurricular successes with display in the school		Increased number of children engaging in extra curricular and external sports activities.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
				11%
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:













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Early years/KS1 staff to work	Playsport coaches to deliver	Early Years/KS1	ECT knowledge, understanding	Staff to regularly feedback to
alongside <i>Playsport</i> coaches to	sports sessions for ECT teachers	support: £2.500	and confidence levels in various	sports coordinator.
deliver effective PE lessons.	to provide pupils with quality		aspects of PE will be	
	coaching and upskill less-		strengthened.	Teachers to self-review and
Staff to take advantage of CPD	experienced staff.			ask for support if needed.
courses available and CPD scheduled	lt.		Increased confidence in staff and	
inset sessions delivered by Playsport	Staff implementing sports		new sport skills acquired, which	Lesson observations to be
coaches or PE Coordinator.	knowledge in session of their		will be used in curricular PE	carried out to observe
	own.		lessons.	impact.
Playsport Coaches to support staff				, i
who identify need for assistance, as	Playsport coaches establish		Increased confidence in staff	Staff voice conducted and
well as sports days.	contact with staff through PE		where weaknesses identified,	appropriate actions taken
	Coordinator.		which will improve curricular PE	from results.
			lessons.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pu		ered to all pupils		Percentage of total allocation:
				81%
Intent	Implementation	Implementation		
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	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
After school PE lessons offered to all	After school sessions to be led by		Children access a variety of sports	Communicate with <i>Playsport</i>
children in years 2,3,4,5 and 6.	Playsport coaches. First-class quality	After school	through PE lessons, coach-led	coaches regarding after school
Land the same that the same that	teaching techniques practised and	lessons: £15,700	sessions and TA-led playground	lessons and lunchtime clubs.
Lunchtime clubs provided for reception	class competitions to encouraged.	Lunchtime	games.	
and year 1 pupils.		sessions: £2,166	Children in manuticus and manufacture	Lesson observations to be carried
Take advantage of external sport	Playsport to deliver lunchtime sessions that support skills and	500010110112,200	Children in reception and year 1 to work in a team, use varied equipment	out to observe impact.
opportunities and specialist visitors.	increase abilities of younger sports			Network with local
	learners.			charities/sports clubs. Invite
Use a variety of spaces to deliver sports				specialist teachers into school to
sessions – sports hall, playground and	Liaise with year groups to ensure		Invite children to follow-up	deliver assemblies/work with
park.	sports opportunities are being		clubs/competitions offered by	classes.
1	utilised. Allow for flexibility in the	i .	external companies. Keep in contact	1













timetable to invite visitors into	school.	with visitors to gauge numbers of	Time allocated for children to
		children from GPPS engaging in	experience new sports in addition
		sports outside of school.	to curriculum provision.
		Twenty-four year 4 children attended	
		competitive cricket event.	

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











