A brochure of a young child holding a basketball

Description automatically generated with medium confidence



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 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 gov.uk for the revised DfE guidance including the5keyindicatorsacrosswhichschoolsshoulddemonstrate 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.

**Details with regard to funding**

Please complete the table below.

|  |  |
| --- | --- |
| Total amount carried over from 2021/22 | £7341.61 |
| Total amount allocated for 2021/22 | £16100 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £7341.61 |
| Total amount allocated for 2022/23 | £16330 |
| Total amount of funding for 2022/23. **Ideally should** be spent and reported on by 31st July 2023. | £ 23671.61 |

**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 | 71% |
| 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 | 71% |
| **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/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:** The engagement of all 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: |
| Offering after school clubs to all promoting a range of sports to all.  Purchasing equipment to ensure all children can be engaged at breaktime and lunchtime.  Ensuring all Year 6 children leave being able to swim | Serious4Sport clubs 2x week for all.    Range of playtime equipment.      Rental of local pool, lifeguard and swim teacher. | 1575  500  1175 | All children have 30-60 minutes of active play outside of PE lessons. Children are all active during their break or lunchtimes. There is very little sitting around.  71% of Year 6 leave being able to swim competently. | Continue/increase out of school sport.  Train staff to deliver swimming.  Look at having a few more swim sessions to get 100%. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| Setting up of active leaders for break and lunch time delivery of activities to include all. | Active leaders course for all KS2. | 1625 | Active leaders timetable set up for whole of summer term offering a variety of sports and to all children. | Continue to offer active leaders training to Y5/6 not ¾. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | 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: |  |  |  |  |
| Staff CPD with Serious4Sport as part of lessons. Team teaching.          Additional CPD on leading PE and using PE as a tool for wellbeing | Weekly lessons taught by Sport coach and Teachers/TAs receive CPD during the lessons as well as children. Teachers/Tas then to deliver lessons with coach as supervisor.  PE lead to attend training on gaining level 6 PE leadership | 7000  1000 | Teachers and TAs more confident in leading PE lessons and covering all aspects of curriculum across multiple needs.  PE lead up to date on new initiatives and able to update all staff to ensure PE is being delivered to a high quality. | Continue development of staff with CPD in lessons alongside sports coaches.    Look into further opportunities for staff CPD.  Complete a PE audit to find gaps in staff training. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|  |
| **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 | 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: |  |  |  |  |
| To explore wider areas of play and different sport venues      New sports: tchoukball, lacrosse, golf  Joining with cluster schools to hold inter school competitions across a range of sports and ages.    Trips to sporting events.  Workshops to demonstrate different activities.  Trips to enhance enjoyment of physical activity | Rented use of indoor hall and local recreation ground to provide different sport areas away from school playground.  Purchase of equipment.  Local school TA employed as organiser for events. Rental of local secondary school and local sporting venues.  LTA subscription to gain Wimbledon tickets.  BMX, skateboard, bounce fit, dance workshops  Red kangaroo whole school trip | 300  As above  600  15  1650  900 | Pupils have been able to participate in new sports and experience things that school cannot offer e.g. skateboarding/BMX. Children have begun to visit local skate parks after this workshop. Increase in cycling to school and scooter/skateboarding.  All children able to participate in school trips no matter SEND. | Continue to use workshops as a way to allow access to different activities. Focus on use of Olympics and provide access to all Olympic sports across 23/24. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| **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 | 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: |  |  |  |  |
| Inter school competitions held and transport needed  Intra school competitions held on local recreation ground | Transport hired for transporting children to inter school competitions.  Rental of recreation ground. | 500  300 | Pupils competing against a wider range of peers. Achievements improving. | Meet with local sport coordinator to try and improve small schools access to competition. |

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| --- | --- |
| Signed off by | |
| Head Teacher: | Amanda Rogers |
| Date: | 28/7/23 |
| Subject Leader: | Nicola Townsend |
| Date: | 28/7/23 |
| Governor: | Ivo Lasen |
| Date: | 28/7/23 |