

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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages 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 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 **HERE**.

Created by:













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

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£20,040
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,960
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19,960

## **Swimming Data**

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	66%
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	66%
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	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%









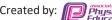






Schools can choose to use the Primary PE and sport premium to provide additional provision for
wimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have
ou used it in this way?

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: 2022-2023	Total fund allocated: £19,960	Date Updated: 28.6.	23	
<b>Key indicator 1:</b> The engagement				Percentage of total allocation:
recommend that primary school p	upils undertake at least	30 minutes of physical	activity a day in school	%
Int ent		ement on	Imp act	40%
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:	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:
	We will be employing sports coaches to lead new sporting clubs, developing interest through offering taster sessions funded by sports premium. These will be allocated termly. Funded places will be made available for inactive children.  Lunch time provision led by learning mentors to ensure children are assessing opportunities to be physically active at lunch times including, dance and other team games		Pupil premium children who were not accessing extra curricular sports club have now had the opportunity to take part in a half term or term of free clubs. More children are now taking part more actively in PE lessons as they now feel more confident to play as part of a team. This has been observed in lesson observations and by pupil perception surveys.  Learning mentors have supported children on the playground during lunch times, they have been able to support children to play in small team games as well as enabling children with SEN who often find lunchtimes difficult to manage, to engage in games during this time.	Next year, a higher percentage of our budget should be set aside in order to offer this to more children across more terms in the school year. This will support more children with their confidence in sports as well as supporting our vision of children finding a sport that they enjoy in order to make life long changes to their mental and physical health.  The next steps for this will be to timetable specific sessions that the learning mentors will run and when. This will help children who follow routines as well as engaging a wide range of different children as well. These activities will also include a focus on well-being and mental health such as: yoga, meditation and mindfulness.

Commented [BB1]: Has this happened this year? Maybe next academic year we need to be careful here as I am not sure this is overly happening.













Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		l m p a c t	
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:
To raise the profile for SEN children to take part in inclusive and competitive sporting events	Sports premium will be used to support staffing and transportation costs to enable children to take part in competitive sports with other schools across the local area. Transport will also be provided out of the Sports Premium.  Sports Premium will be used to cover the costs of these specific events.	£400	This year we have taken part in a variety of SEN focused events including: multisport, bowling, Panathlon events, swimming in at the London Aquatics Centre. This funding has covered staff and transport costs. Children that have felt barriers when taking part in physical activities have been provided with opportunities to succeed in sporting events. Some of these children are now	To continue working closely with sports associations who offer specific events that support the needs of all children. Next steps would be to enquire about this providers coming in to school to support teachers with scaffolding their lessons and providing CPD.















	taking part in additional clubs outside of school as well as experiencing an increasing participation in PE lessons.	
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alongside class teachers to deliver dance lessons. Daren from dance days.  Dance teacher provided sessions in school time to encourage a better uptake for dance club after school. More children now attend this club.	Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	sport	Percentage of total allocation:
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:  To ensure high quality P.E. teaching across the school  We will use sports premium to fund, P.E. specialist to work alongside class teachers to deliver dance lessons. Daren from dance days.  We will use sports premium to fund, P.E. specialist to work alongside class teachers to deliver dance lessons. Daren from dance days.  To ensure high quality P.E. teaching across the school  We will use sports premium to fund, P.E. specialist to work alongside class teachers to deliver dance lessons. Daren from dance days.  To ensure high quality P.E. teaching across the school  To ensure high quality P.E. teaching allocated:  To ensure high quality P.E. teaching and 5 are now more confident with teaching dance. All children were engaged and enthusiastic. This has been evident in lesson drop ins and pupil voice surveys.  Dance teacher provided sessions in school time to encourage a better uptake for dance club after school. More children now attend this club.					10%
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  To ensure high quality P.E. teaching across the school  We will use sports premium to fund, P.E specialist to work alongside class teachers to deliver dance lessons. Daren from dance days.  E750  Teachers and children in years 3, 4 and 5 are now more confident with teaching dance. All children were engaged and enthusiastic. This has been evident in lesson drop ins and pupil voice surveys.  Dance teacher provided sessions in school time to encourage a better uptake for dance club after school. More children now attend this club.  The next steps are to continue using funding for CPD opportunities for staff. We have allowed started to organise pilate and yoga CPD for staff based on staff survey. Other CPD opportunities to consider are: cricket, gymnastics and planning and sequencing lessons. We will also take the opportunities to embed direct instruction in our feets of the control of the cont	Intent	Implementation		Impact	
fund, P.E specialist to work alongside class teachers to deliver dance lessons. Daren from dance days.  fund, P.E specialist to work alongside class teachers to deliver dance lessons. Daren from dance days.  and 5 are now more confident with teaching dance. All children were engaged and enthusiastic. This has been evident in lesson drop ins and pupil voice surveys.  Dance teacher provided sessions in school time to encourage a better uptake for dance club after school. More children now attend this club.  using funding for CPD opportunities for staff. We have already started to organise pilate and yoga CPD for staff based on staff survey. Other CPD opportunities to consider are: cricket, gymnastics and planning and sequencing lessons. We will also take the opportunities to embed direct instruction in our lessons.	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:
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  Percentage of total allocation	across the school	fund, P.E specialist to work alongside class teachers to deliver dance lessons. Daren from dance		and 5 are now more confident with teaching dance. All children were engaged and enthusiastic. This has been evident in lesson drop ins and pupil voice surveys.  Dance teacher provided sessions in school time to encourage a better uptake for dance club after school. More children now attend	using funding for CPD opportunities for staff. We have already started to organise pilate and yoga CPD for staff based on a staff survey. Other CPD opportunities to consider are: cricket, gymnastics and planning and sequencing lessons. We will also take the opportunities to embed direct instruction in our P
	<b>(ey indicator 4:</b> Broader experience o	of a range of sports and activities offe	red to all pupils		Percentage of total allocation:









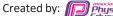




Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  To ensure high quality physical	Make sure your actions to achieve are linked to your intentions:  The sports premium funding will be	Funding allocated: £700 (learning	Evidence of impact: what do pupils now know and what can they now do? What has changed?  MRFA coaches have delivered a	Sustainability and suggested next steps:  The next steps will be to
activities are available at lunchtimes	continued to be used to fund a sports coach on 2 lunchtimes each week to take games and sport sessions.  In addition, two members of staff will oversee a 'active games and sports session each lunchtime supported by year 6 sports leaders.  Children will have access to an outdoor gym supervised by an adult.	mentors) £1,000 MRFA lunch time clubs	variety of small games during lunchtime. Now, MRFA are providing football coaching during their sessions. This has had a positive impact on the behavior of the children during this time and also motivating more children to get involved. Additionally, this has meant that an MDA has been able to support children with playground games on the playground.	continue running these lunch- time clubs and opportunities as this will has supported active lunch times.

Key indicator 5: Increased participation	Percentage of total allocation:			
				%
Intent	Implementation	on	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?:	

**Commented [BB2]:** We can't spend this twice are you happy for me to re allocate?













consolidate through practice:				
To increase opportunities for competitive sport	Sports premium will be used to support staffing and transportation costs to enable children to take part in competitive sports with other schools across the local area.  Transport will also be provided out of the Sports Premium to local events and matches.	£1,000	The purpose of this is to unearth new talent and encourage everyone to enter into the spirit of competition. This will build memories and boost self-esteem for all children. Children this year have had the opportunity to take part in events which they would not usually take part in. More children have been taking part in extra curricular activities.	To continue using the fund to support transportation and staffing costs for all PE and sporting events.
Additional achievements:  To ensure high quality equipment is available to enhance the learning of a range of sports.	Sports premium will be used to purchase high quality equipment to allow each pupil to participate fully in PE lessons.	£3,300	Children in Year 3 have taken part in the process of exploring new equipment for the playground. Children have also been given the responsibility of keeping the equipment organised. The impact of having appropriate equipment this year has meant that all children can actively take part in lessons working towards out	To continue next year.
To ensure that equipment and surfaces are maintained and kept in a good state of repair	We will carry out services on equipment and ensure the playground equipment creates a motivating and inspiring environment which encourages children to stay active during break and lunch times.	£2,050	vision of children being able to be active for a sustained period of time.  This year, keeping the equipment safe and in working order has meant that the children have been able to use the activity/ fitness equipment during break and lunch times.	

Signed off by













Head Teacher:	K Harrison
Date:	01.07.23
Subject Leader:	B Ball
Date:	01.07.23
Governor:	L Holmes
Date:	











