

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.

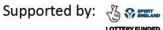
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£0
Total amount allocated for 2021/22	£18310
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17810
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 17800

Swimming Data

Please report on your Swimming Data below.

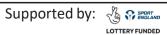
Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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	All children in Years 3, 4, 5 have received swimming lessons in the past year. Year 3 received 2 full terms worth of sessions. Whilst years 4 and 5 received one term each.
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	80%
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	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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

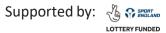
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: 17800	Date Updated:	July 2023	
Key indicator 1: The engagement of a	<u>Ill</u> pupils in regular physical activity – (Chief Medical Off	ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le				18%
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:
1			shows that morning 'active' sessions are taking place in class and pupils	with: • Daily Mile • Encouraging active travel • Active English and
health. Pupils are actively involved in a	week. (Including extra PE lessons, sports lunchtime and after school clubs). Forest School sessions are designed to encourage physical movement including 20 minute warm up games dedicated to physical activity. The PE Curriculum is carefully designed to ensure pupils learn the components of knowledge, and Daily lunchtime clubs to be delivered to all pupils weekly. Access to high quality coaching and resources during after school clubs ensuring access for all.	school	learn outdoors in a range of subjects. High level behaviour issues continue to reduce. Hands up surveys show that more families are actively travelling to school by	fitness and increase either speed or endurance for different ability groups. Continue to map the
	To teach the same skills in different contexts across the school using	£1500	Pupils develop their metacognition in applying skills across all their	













	Commando Joe character traits- RESPECT to promote kindness and school games values. A being raised across the school as a to school make the school make the school make the school make the school as a to school make the school as a to school make the		learning. The PE lead to report on progress to link governors and to produce an end of year PE Summary Impact Report. ool improvement Impact	Percentage of total allocation: 23%
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:
Delivery of consistent and engaging programme of a progressive PE lessons using a board range of different sports to develop physical skills, as well as developing the whole child. All pupils participate in daily mile and use it as an opportunity to develop mental well-being.	from all staff. A new programme developing year 6 sports leaders to inspire all pupils to lead healthy active lifestyles.	Subscription to PE HUB	self-esteem, confidence, and physical fitness Children understand their own strengths and	and look at the feasibility of using controlled social media Rewards
Daily lunchtime activities are themed, offering a wide range of sporting opportunities Key Stage 1 pupils to develop riding skills, including core strength and by using balance push bikes. Bikability	Focus on rasing engagement of pupoils to attend at least 2 inter school competitions or festivals. Suitable events will be selected for individual pupils to match their skills, confidence,	ledership programmes for pupils ESSP Affilition	competitions and festivals. Sports leaders are developing new activities and events that the whole school can take part in Increased participation of whole school walks	
ensure pupils can ride bikes and learn road safety	and mental wellbeing. Termly sports updates in Parent Newsletters Celebration Assemblies Have visits from local inspirational sports representatives and pupils are regulalry celebrated for sport		Sport events are reported in termly communication celebrating successes and achievements Sporting achievements celebrated on social media platforms	













	Bikeability sessions for KS1 / Year 4 and year 5	£600	

Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation:
				22%
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:
Develop confidence and expertise in delivering all PE subjects for all staff teaching PE and Sport. Whether the are delivering PE lessons, School Sport or Physical Activity sessions, staff will use consistent, planned themes and language. Achieve School Games award – Gold Achieve a Quality Mark for PE	All staff to have access to, and use PE hub resources for curriculum planning, delivering sessions, assessment and evaluation. We aim to achieve gold award for 5 consecutive years so that we can apply for Platinum Award. Subject leader to apply for Quality mark for PE celebrating what we do well and scrutinising any areas for develop within the curriculum we provide.	£250 (£1500)	Staff are more confident to teach outdoor learning and plan engaging sessions for lunch time activities. Each year there is a different area worked on to skill up the teachers. Assessment of learning information can be used to monitor percentage of pupils achieving mastery of key skills (expected level). The school has a new assessment scheme of PE which is being implement at the end of each term/block of lessons.	
	sessions for lunch time activities. Each year there is a different area worked on to skill up the teachers	BACT teacher CPD and curriculum enhancement £2500		













Key indicator 4: Broader experience o	can be used to monitor percentage of pupils achieving mastery of key skills (expected level). The school has a new assessment scheme of PE which is being implement at the end of each term/block of lessons. Use tracking to identify following years focus on skill level Created by: Supported by: Offer CPD for subjects Teachers Questionnaire to identify which areas staff would benefit from CPD			Dorsontage of total allegations
Key Indicator 4: Broader experience o	r a range or sports and activities offe	ered to all publis		Percentage of total allocation: 30%
	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:
Additional achievements: To ensure pupil are given extra opportunities to participate in a range of different sports through inter- and intra-school competitions.	Year 6 pupils to visit the Briars on a two day residential. (This is an annual event which includes visits to the heigths of abraham and tramway museum combining opps for local walking and exploration of natural areas	£200	things. Creating links with local community. Introduced new sports into PE lessons such as handball. Greater success in sports such as athletics – came second in ESSP	Pupil feedback. Progress to be reviewed termly, planning next steps and monitoring The PE lead to be supported in doing this. The pupil pathway and the character curriculum ensures there are physical and sporting opportunities for pupils to achieve.
	Annual PE survey is used to identify the sports which the pupils would like to try.			Commando Joe will continue into the next academic year. Ensure there are taster sessions for











participate in Sports Coaches at lunchtime and after school clubs will continue to offer sporting opportunities for all age groups. Curriculum mapping links physical activities to other areas of the curriculum for example, to school trips and Forest Schools. Recent	BACT - £2000 Specialist Coaching – swimming - £4400 Dance teacher - £800	and physical activity clubs. This will form part of the action plan in the following year Pupils have participated in a wide range of inter and intra school activities which have included: • Cricket • Rugby • Netball • Football • Swimming • • Dance • Cycling • Nerf • Dodgeball • Basketball • Boys and girls football / gardening / Running	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
				10%
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:
To ensure pupils are aware of a range of different sports providing opportunities to try them.	To subscribe to ESSP School and Sports Partnership affiliation (To ensure the school has access to competitiveness inter sports activities). Continued promotion of local sports clubs. Good take up of all sports outside of school by pupils. (Celebrated at weekly Achievement Assembly). PE Lead to review the selection of competitive sport and festival events. To attend local sports competitions to work alongside and compete against other local schools. All pupils in KS2 are given the opportunity to compete and represent the school. Pupils from Year 1,2,3 and 4 all to attend local sport festivals, where they work with and against other local schools. Festivals give experience of taking part in organized sporting events at a different venue (local High School). Continue to increase kinks with BRS our, local trust feeder High school.		All Year 5/6 pupils take part in at least one competitive event with more than 90% being involved in all events. All pupils to take part in House Days sports events, including multi sports activities. Work collaboratively with children form other schools and take instruction from sports leaders from local High Schools.	opportunities. After school clubs

Signed off by	Signed	off	by
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Marie Dyche Head Teacher:















Date:	27.07.23
Subject Leader:	Chris Halliday
Date:	27.7.23
Governor:	Katie Bentley
Date:	27.7.23











