

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.

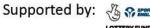
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£19700
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£19700

Swimming Data

Please report on your Swimming Data below.

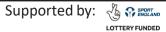
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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	42%
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	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	38%
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?	No















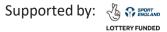
Action Plan and Budget Tracking

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 a	Percentage of total allocation:			
primary school pupils undertake at le		lay in school	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:
Breakfast Club – increase physical	Physical activity session (15 minutes per day) 8.15 -8.30. Breakfast club pupils from Rec – Year 6. Children play a variety of sports with the coach.		allowed them to be more	The main physical activity has been Dance during breakfast clubs. Next year, incorporate fitness based games.
pupils at lunchtimes. The playground is split into four areas of activity each supervised by a lunchtime supervisor. These activities are on a rolling weekly plan so that	year. P.E Lead to support with new	£18000	and children are more engaged in sport. This has also seen a great impact on behaviour. Fitness zone has increased children's physical activity and enjoyment.	Adapt the break and lunch timetable to allow for a better rotation of sports and locations. Next year, use new sport's apprentices to manage the zones and provide different games in each zone. Continue to have inter/intra
	Pupils to take part in weekly			tournaments for children.











Inter/ intra School Sports competitions within year groups/ classes.	competitions. Each half- term there is a new sport and class teams are chosen prior based on the children who have demonstrated the School Games' Value for the term. Each team of 5 from each class play weekly matches against team classes from their phase. League tables are presented on the School Games Noticeboard and are updated weekly. Children have been taking part in friendly matches against other		Children have thoroughly enjoyed this. They have been able to take part in competitive sport weekly. All children in KS2 took part in these tournaments. Children have been able to take part in competitive sport against other schools developing their sportsmanship and resilience. From this behaviour, physical activity and engagement has increased significantly.	
	Supported through KESSP, pupils will participate in virtual tournaments.			Danagata sa aftatal alla salla s
Key indicator 2: The profile of PESSP/	A being raised across the school as a to	ooi tor whole sch	ooi 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:













Assemblies. Celebrations in assembly of competition victories, fun at festivals with certificates for certain competitions being presented. Raise the profile of P.E and Sport as the pupils, visitors and parents will be more aware of the pupil's triumphs and successes.	assembly from all year groups.	£100.00	Pupil have benefitted from a range of rewards throughout the year to celebrate their achievements in sport e.g swimming, sports person of the year, school games days.	We will continue to celebrate all of the pupils' sporting achievements in years to come. As a school we are looking into new ways of capturing the pupils sporting triumphs, as well as inspire their future participation.
School Games Day! An end of year Competition celebrating pupil's successes in sport. Parents are involved and encouraged to take part in parent races too.	managed and officiated by council members alongside sports coaches. Cultural theme embedded across the competitions.	£200.00 prizes, Certificates and	Pupils look forward to our school games days at the end of the term with excitement. These are great experiences for pupils, parents and teachers improved by rewards for doing their best.	Rewards will continue in the coming years to support their sporting achievements.
Inclusion as part of the Whole School Improvement Plan. Non movers identified at play times. Lunchtime supervisors to attend training on how to engage pupils who are less active. School Improvement to target attendance. Sport used as an incentive to come into school on time. Archery club set up for those who improve their attendance.	New approach to playtimes putting different activities and sports out to allow children to widen their participation and engagement.		A much wider participation and engagement of children in physical activity has been seen and children are happier, more regulated and have benefitted from this wider participation	We will build on this to allow more children to engage and become active and break and lunchtimes













	Sports Coach – Partially Funded.		This club will continue in years to come.
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Key indicator 3: Increased confidence,	, knowledge and skills of all staff in t	eaching PE and s	sport	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:
undertake CPD sessions for various areas of the P.E curriculum. NQT programme to include opportunities for peer observations and access to appropriate courses. A focus on creating an active school and supporting pupils physical, social and emotional wellbeing through	Teachers to attend training when	KESSP Membership: £3,800	Confident staff during lessons. Differentiation has improved using the STEP Principle. Awareness of NTE and SEND pupils by staff to ensure that modelling is done for all activities and tasks. New approach to teaching has improved and widened the time that children are physically active in lessons to improve fitness and overall confidence. ECT's confidence in areas of the curriculum has improved drastically. Modelling and team	Providing subject specific training for staff that were identified has enabled them to feel more confident to teach these areas well. When they teach the sports in the future, they will have the knowledge and the tools to provide a good learning experience for the pupils.













areas of sport.	CPD Training in sports such as dance, gymnastics. Sport specific coaches to come in and support teachers through a unit of sport.		P.E lead has attended training around inclusion in sport. From this, the physical activity of Group 4 (complex needs children) was revised. Children are now having the sports coach every day.	
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered 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:	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:













Continue to offer a wider range of activities both within and outside the to run after school clubs and curriculum in order to get more pupils unchtime clubs for different year involved and decrease inactivity in school time

In school Sports Coach to continue Sports Coach groups offering different sports throughout the academic year. As well as sports coaches from KESSP to add to our after school club provision.

Number of pupils wanting to attend after school clubs has increased. The range of after school clubs has also increased. We have 2 afterschool clubs each afternoon allowing KS1 and KS2 to will also support during PE take part in a range of activities such as boxercise, athletics. gymnastics, archery, tennis, football, badminton, and basketball.

New sports coaches starting next academic year will further widen our sports clubs opportunities and numbers for participation. These coaches lessons and break times so that we have opportunities to build on a wider range of physical activity and opportunities for all of our children

Lunchtime play leaders to supervise led activities at dinnertime. Pupils given the opportunity to access different sporting activities.

P.E coordinator to ensure all

leguipment is available for each

Pupils have been able to apply a range of skills and knowledge across sports, this has impacted a wider range of children and increased participation at break and lunchtimes in sports has encouraged more children to be physically active and use their skills.

More girls have begun participating during break and lunchtimes and staff have become more involved going out at breaktimes joining in and developing children skills

sport and the correct size for the children using it. Ensure differentiation in equipment is Ensure a wide range of suitable lavailable for the children that need equipment is available and accessible it. (Inspection of equipment, P.E. for all children and staff. Inclusivity is Shed to be organised and labelled). Part of £890 a focus this year ensuring all SEND pupils are supported in all areas of

Sports Premium spent.

Partially funded

by sports

premium.

Equipment is maintained for pupils to use each year. Sourcing equipment suitable for particular pupils who have ladditional needs to be built on

Sports coach to hold scooter training session weekly for KS1. New equipment to be purchased

physical activity.











Increase active travel and experiences	(helmets). Lessons have been		next year.
for KS1 children.	given from the BCC.	Part of £890	
		Sports Premium	
		spent.	
	Supported through KESSP, pupils		
Intra school competitions to support	will participate in Virtual		
ļ, ,	tournaments.	KESSP	
games Values. Pupils to participate		IKE551	
competitions throughout the year.			
Inter school competitions to so			
children can participate in			
competitive sport.			

Key indicator 5: Increased participation in competitive sport				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:
Inter School Sports competitions within year groups/ classes.	competitions. Each half- term	Sports Coach (partially funded)	Children have thoroughly enjoyed this. They have been able to take part in competitive sport weekly. All children in KS2 took part in these tournaments. From this behaviour, physical activity and engagement has increased significantly.	Continue to have inter tournaments for children.













Intra school competitions to support pupil's understanding of the School games Values. Pupils to participate competitions throughout the year.	matches against team classes from their phase. League tables are presented on the School Games Noticeboard and are updated weekly.			
Inter school competitions to so children can participate in competitive sport.	Supported through KESSP, pupils will participate in virtual tournaments.	KESSP	competitive competitive competitive competitive competitions. They were engaged and have increased their love for activities they had previously never participated in.	Continue to have intra / inter tournaments/ matches for children. Next year, there will be a greater range of matches.

Signed off by	
Executive Head Teacher:	Shaukat Islam
Date:	31/7/2023
Subject Leader:	Adam Mountney
Date:	21/07/2023
Governor:	
Date:	











