

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 Quality of Education judgement, 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 offers
- 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 <a href="https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools">https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools</a> for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. 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 publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

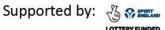
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31 July 2023.















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

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,800
How much (if any) do you intend to carry over from this total fund into 2023/24?	£6375.32
Total amount allocated for 2022/23	£17,800
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£11,424.68

## **Swimming Data**

Please report on your Swimming Data below.

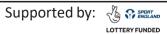
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances priority 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	85%
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	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> 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:	Date Updated:		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport		Percentage of total allocation: 10.4%		
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Children having a broad curriculum, developing their physical literacy. Development of skills from EYFS to LKS2. Applying skills to sports in KS2.	EYFS teacher attending training day for developing boy's literacy through physical development. CPD for staff on physical development taking place.  Continuation of Get Set 4 PE scheme, providing teachers with more confidence to deliver PE lessons.  PE lead training and conference.	£1860	Teacher voice surveys.  Pupil voice surveys.  Competing in a wide range of competitions and sports festivals.	Continuation of Get Set 4 PE scheme, providing teachers with more confidence to deliver PE lessons. Subscription ends in March 2024.  Training for OPAL scheme being adopted in Autumn term 2023.













Key indicator 2: The engagement of al	l pupils in regular physical activity – Chi	ef Medical Office	rs' guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at least 30 minutes of physical activity a day in school			10.1%	
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
least 30 minutes of physical activity.	A range of resources being shared with class teachers – imoves, gonoodle, cosmic kids.	£1799.68	Increase in participation in competitions of children.	The OPAL scheme to allow for more active lunchtimes and break times.
	Active lunchtimes and break times – ensuring classrooms have resources to be active within their time outside and ensuring that this is replaced when damaged.		Children getting further practice to develop skills learned in PE.	
	Use the Active Lives survey created to plan activities for children across the school.		Children in Year 5 and 6 able to participate in bikeability. EYFS and Year 1 learners gaining confidence to balance.	
	Directed interventions from PE lead for children who are less active.			
	Inter house competitions within the school.			
	After-school clubs and lunchtime clubs ran by school staff. Active lunchtime activities.			
	Implement a balance bike scheme and provide equipment for EYFS and year 1.			













Key indicator 3: The profile of PE and	sport is raised across the school as a	a tool for whole s	chool improvement	Percentage of total allocation:
				18.25%
Intent	Implementation		Impact	
	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:
Extra-curricular activities open to a range of classes, developing relationships for pupils.	Autumn and Spring term: Monday – Mixed Football Tuesday – Lunchtime – Girls football, Afterschool – Multisports Wednesday – Afterschool – Tennis Thursday – Afterschool – Table tennis, Football Friday – Afterschool Football  Summer term: Monday – Rounders mixed (ks2) Tuesday Afterschool – Multisports Wednesday – Afterschool – Tennis Thursday – Afterschool Football Friday – Afterschool Football	£3,250		Netball club to be run externally as coach will be leaving in the summer term.  Sports clubs already ran by external clubs are due to continue.













Key indicator 4: Broader experience o	f a range of sports and physical activi	ties offered to all	pupils	Percentage of total allocation:
				11.8%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Giving the children experiences to participate as well as compete in a range of sports and physical activities.	Quidditch tournament - September 2022  Healthy Living week where we had coaches in from multiple clubs and companies to deliver a wide range of sports and physical activities.		In pupil voice surveys, learners have highlighted how much they have enjoyed participating in such a wide range of physical activities.  Parents have highlighted that their	Continuation of healthy living week.
Providing a pathway for children to join sports clubs outside of school.	These included; rock climbing, Boccia, Kurling, Mini Golf, Martial Arts, Netball, Dodgeball, Fundamentals and football.  Gaelic football coach came in to deliver high quality sessions for our Year 4 and 6 classes for 6 weeks.		children would be interested in taking up the new sport and the parents have been sign posted to clubs.	













Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				13.6%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Giving opportunity for learners to participate in a wide variety of competitive sport.	Pupils attending a wide range of festivals and competitions including;  • All- Britain Gaelic Football Championships (Year 5 and Year 6)  • Cross-Country (Year 3-6)  • Athletics festival – Year 2  • Mini Olympics (Year 1, Year 4)  • Football tournaments (Year 3-6)  • Tag rugby tournament (Year 5 and 6)  • Mixed football league (Y3-6)  • Girls football league (Y4-6)  • Girls Netball (Y3-6)	£2415	In pupil voice surveys, learners have highlighted a strong interest to compete in sports.  Learners have developed a better understanding of teamwork, how to deal with losing and how to use sportsmanship within a variety of sports.	Renewal of DSSN membership.

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













Date:	14/07/23
Governor:	
Date:	











