

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 <u>Quality of Education</u> 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:

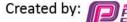
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
 pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. 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 <u>publish details</u> 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 <u>HERE</u>.













Details with regard to funding Please complete the table below.

| Total amount carried over from 2021/22 | £ |
|---|----------|
| Total amount allocated for 2021/22 | £ |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | |
| Total amount allocated for 2022/23 | £ |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £ 20,800 |

Swimming Data

Please report on your Swimming Data below.

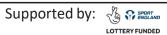
| Meeting national curriculum requirements for swimming and water safety. | |
|---|-----|
| N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional 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? | 71% |
| 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 | |
| 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 | 79% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 96% |
| 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 <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that | | | Percentage of total allocation: | |
| primary school pupils undertake at least 30 minutes of physical activity a day in school | | | 47% | |
| 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: |
| To increase the amount of activity that each child in school engages with every day to achieve 60 minutes of activity per day. Encourage greater levels of participation in the school yard during play and lunchtimes by re-structuring activities over playtimes and using playmakers to encourage wider participation in games. | We are able to offer a wide range of after school clubs taking place either before or after school every day of the week. We provide targeted clubs such as the 'Private Party' clubs at lunchtimes for our Pupil Premium children and our SEND children with focused teaching of the fundamental skills. Many of our pupils enjoy taking part in running or walking 'the daily mile' (15 minutes of exercise at the child's own pace during the school day at a time of the teacher's choosing). | £ 7,000 | We have increased the amount of playtime equipment and encourage every child to be physically active with timetabled lunchtime allocation of playtime equipment. Much wider participation of girls playing football. Our SEND children have focused teaching in fundamental skills, such as running, jumping, throwing etc. | How can we be as active during the wetter months? HIIT sessions to be trialled at lunchtimes for different year groups / groups of children Training for lunchtime supervisors and for supervising at playtimes. Continue to evaluate the offer of after school clubs available to all children |

























| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | Percentage of total allocation: 4% | | |
|---|---|------------------------------------|--|--|
| 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: |
| To raise the profile of PE and school sport across the whole school community. | We have signed up to the PESSPA pledge, which is promoting girls participation in football. We create opportunities throughout the school day to raise activity levels (to achieve the 'active 30 minutes') to improve concentration levels of pupils. For example: Go Noodle, Daily Mile and Supermovers & IMoves. Partnerships in virtual events such as skipathon and virtual competitions citywide. We have also participated in Intra School Competitions (these are competitions between classes) this ensures all children have the opportunity to compete. | £997 | Behaviour at after-school clubs is good. Pupils are encouraged to and excited to share their achievements in city competitions. Parents and the wider community are better informed and more engaged in the successes that PE and sport is bringing to the school. | Maintain and where |













| The Y5 year group have participated in a trampolining lesson at local secondary school. We have raised the profile of sporting successes and achievements are promoted via school social media sites. | |
|--|--|
| We have introduced a soft ball tennis skills club for our younger pupils. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | Percentage of total allocation: | | |
|---|---|---------------------------------|---|--|
| | | | | 4% |
| 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: |
| To increase the confidence, subject knowledge and ability to deliver high quality lessons from all teaching staff | We continue to subscribe to an online PE resource to underpin our PE curriculum. Our PE Co-ordinator attends regular networking meetings alongside other schools in the city. We have paid for a PE Specialist to enhance PE lessons and upskill staff. Various Citywide PE and Sport training opportunities | | Most teachers have now worked alongside the PE specialist allowing them to develop their subject knowledge in different areas of the curriculum. Teachers are more secure and familiar in the use of our online PE resource. Lunchtime Supervisors are more confident and involved in facilitating children's play. | PE Coordinator/ PE Specialist to conduct learning walks to ensure consistency in PE teaching. To develop the use peer assessment as a means of assessing the success of lessons. PE Coordinator/PE Specialist to hold interviews with pupils about the PE offer at school. |













| | have been offered to all staff in school. Lunch time supervisors have received training to help increase activity at lunchtimes. | | | |
|--|--|--|---|---|
| Key indicator 4: Broader experience of | a range of sports and activities offe | red to all pupils | | Percentage of total allocation: 32% |
| Intent | Implementation | | Impact | 32% |
| 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 offer a range of sports and activities to all children throughout the year both in the curriculum and out of hours. Additional achievements: | Increased participation in afterschool football competitions for both boys and girls. We continue to offer a wide range of sporting activities including yoga, swimming, karate, street dance, football, climbing table tennis, and crosscountry running events on Saturdays, building towards our school games competitions. All year groups have | £360 £84 £1030 £1,120 £1,950 £1,200 £1,320 | Increased confidence in girls' participation in football at playtimes. Many of our children build on their progress by joining local teams or clubs and playing/performing at a regional or national standard. These include divers, lacrosse players and cross-country runners and footballers. We have been able to offer our pupils a wider range of | our increased participation in girls' football. • To foster links with local lacrosse coaches with a view to coaching in school. |













participated in various activities either before or encouraging less active workshops such as after school. pupils to compete in external events. dance, yoga, trampolining and diving. Our SEND children have We have access to KS2 focused teaching in fundamental skills, such as Forge SSP Virtual Competitions throughout running, jumping, the year. throwing etc. We have planned our School Games (sports day) to take place in June Throughout the year, we plan to deliver Intra Competitions, within our year groups. • We are hosting a Change for Life competition (an initiative for children who need to be more active) for ks1 schools in the local area Competing in Change for Life competitions against other schools in the local area. We are subsiding outdoor

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:













adventurous activity for

Residential Trip and our year 4 Scarborough Trip.

our year 6 Edale

| | | | | 13% |
|---|--|---------------------------------|--|--|
| 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: |
| To provide a good range of varied competition to a range of pupils within the school | Enter SFSS competitions Enter Forge Competitions and festivals Enter School games Competitions Engage with virtual events Host a school Sports Day Engage in 'Change 4 Life' competitions. Engage in Intra School Competitions (between classes). Continue to support PESSPA pledge for girls playing football. | £144 £1,375 £50 £1,340 | Many of our children build on their progress by joining local teams or clubs and playing/performing at a regional or national standard. These include divers, lacrosse players and cross-country runners and footballers. More girls are playing football and have been entering in playing in girls football competitions. | Maintain an overview of which children are able to take part in competition and work with pupil's parents and local community to ensure that we offer a breadth of opportunities for our children. |

| Signed off by | |
|-----------------|----------------|
| Head Teacher: | Rachel Hurding |
| Date: | 25 May 2023 |
| Subject Leader: | C Wymer |
| Date: | 25 May 2023 |
| Governor: | R Tully |













26 June 2023 Date:











