



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£14,450
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£14,450
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 14,115

Key achievements to date	Areas for further improvement
<ul style="list-style-type: none"> <li>• Host a range of activities as after school provision including gymnastics; dodgeball; skateboarding and dance.</li> <li>• Pupils are coached in a variety of sports to prepare them to be competitive.</li> <li>• Committed to providing a rich variety of opportunity to compete outside of school and after hours.</li> <li>• Attended a number of sporting events for SEND children to boost inclusivity.</li> <li>• Maintained Bikeability training in the school.</li> <li>• Have Year 6 pupils trained and act as Sports Leaders</li> <li>• Use Moki bands to inspire activity and look at how children who are not as active as some peers can be encouraged to increase this.</li> <li>• Clear progression of skills mapped.</li> <li>• Ring fenced 2 hours of PE a week.</li> <li>• Target of 30 minutes activity everyday on the way to being achieved.</li> <li>• Good proportion of children pass Swimming landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Become an 'Active School' by receiving training from Rebecca Aintcliffe successfully launching the initiative September 2023.</li> <li>• Audit and invest in the school playground to further increase active play.</li> <li>• Introduce a coaching approach towards CPD where skilled staff members who deliver PE support and develop weaker colleagues.</li> <li>• Aim for 100% involvement in competitive sport for all Year 6 children.</li> <li>• Join the Healthy Schools initiative and work towards Silver or Gold within two years.</li> </ul>

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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	76%
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	76%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	76%
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/ <b>No</b>

## 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.

<b>Academic Year: 2022/23</b>		<b>Total fund allocated: £14,450</b>		<b>Date Updated: 04.07.2023</b>	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>					Percentage of total allocation: %42
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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:
Increase the time spent on physical activity both inside and out of school.	<ul style="list-style-type: none"> <li>Introduce a regular selection of new games and activities at break times</li> <li>Invest in Forest School provision to fund adventurous outdoor activity in years 3 and 6</li> <li>Create a sports leader scheme led by an adult who will be released alongside the children to be trained to deliver this</li> <li>Prioritise inclusive sporting events across the year so that SEND children can access competitive opportunities – fund the transportation required to reach these events and release adults to support</li> </ul>		£4900 (Forest School)  £1200 (transport to SEN sporting events)	All children engage in at least 30 minutes of physical activity a day.  Our children’s National Health Measurements demonstrate that pupils are healthier than national and local comparative data.  Children report enjoying play times and the variety of activities on offer (82%)	Join the Active Schools initiative to bring active learning into the school.  Engage with OPAL to make the whole playground an active opportunity and develop physical and active opportunities that are not solely sport based.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation: %25

Created by:



Supported by:



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:
Improve and maintain pupil well-being post-pandemic through after school activity offers (gymnastics; dodgeball etc...)	<ul style="list-style-type: none"> <li>- Embedded physical activity into the school day through active playgrounds.</li> <li>- Improving and investing in resources which will have a long-lasting effect on our provision of physical education</li> </ul>	£1600	<ul style="list-style-type: none"> <li>- Every child has option to take part in club across the year leading to more involvement on sports.</li> <li>- Register kept of participation levels/%</li> </ul>	
FSM and SEND children are planned for and lessons and clubs facilitate full engagement of all children	<ul style="list-style-type: none"> <li>- FSM are supported in accessing extra- curricular activities whether it be through supporting financially attendance at clubs or provision of sports equipment or kit</li> <li>- SEND children are planned for in sessions £350</li> <li>-</li> <li>- Monitor take up of FSM children for extra-curricular clubs and target children who do not participate</li> <li>- Monitor success and engagement of SEND children in PE sessions and adjust provision over time</li> </ul>	£400	<ul style="list-style-type: none"> <li>- All SEN children able to access all sporting activities during P.E at their level due to appropriate resourcing</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor take up of FSM children for extra-curricular clubs and target children who do not participate</li> <li>- Monitor success and engagement of SEND children in PE sessions and adjust provision over time</li> </ul>
Improved access to resources for Staff & playleaders to lead active play for improved behaviour at playtimes	<ul style="list-style-type: none"> <li>- Improved resources widened the range of activities on offer for children to take part in active play at lunch times</li> </ul>	£1600	<ul style="list-style-type: none"> <li>- Children are more active at playtime and as a result behaviour improves and pupils are healthier and happier.</li> <li>- Playground observations by governors and SLT show</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to monitor lunch time behaviour and adapt lunchtime offer to ensure children are engaged over time and behaviour continues to be of a good standard at lunchtimes</li> </ul>

			<ul style="list-style-type: none"> <li>good engagement of all</li> <li>- Pupil voice shows positive view of active playtimes (80% of children said that they felt behaviour on the playground was good)</li> </ul>	<ul style="list-style-type: none"> <li>- Explore OPAL in school</li> </ul>
--	--	--	--	--

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	%2

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:
Access to PE Planning scheme of work to provide teachers with a clear framework of progression in skills and knowledge. This also ensures children receive equal quality of provision and have opportunities to return to sports they experienced the year before building confidence.	<ul style="list-style-type: none"> <li>- Evaluate the quality of resource through pupil voice and lesson observation</li> </ul>	£350	<ul style="list-style-type: none"> <li>- Feedback from lesson observation following successful implementation of resources should show increased skill from practionsl</li> <li>- Teacher confidence increased in professional development sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Bring this coaching model in-house utilising skilled staff members rather than peripatetic coaches.</li> </ul>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	20%

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:

<p>To fund the coach that takes Year 6 children to their residential, so that all families are encouraged financially to send their child, this will mean they access a number of adventurous outward bounds activities such as high rope course; rafting; archery etc...that they wouldn't normally experience at home.</p> <p>To offer out-of-school opportunity to participate in sports and activities new to the children</p>	<ul style="list-style-type: none"> <li>• Offset the cost of the coach for the Year 6 residential therefore allowing the experience to be increased from 2 nights/3 days to 4 nights/5 days, at no extra cost.</li> <li>• Create a roster of varied and regular clubs after school.</li> <li>• Promote in school activities that can be applied out in the local community and encourage a continued love of sport and physical activity.</li> </ul>	<p>£3,000</p>	<ul style="list-style-type: none"> <li>• 100% of Year 6 cohort attended residential and experienced 10 physical activities (up from 6 last year).</li> <li>• Range of clubs on offer, including: gymnastics; dance; dodgeball and skateboarding.</li> <li>• Local skateboarding provider utilized who also run events at local skate park.</li> </ul>	<p>Further increase roster of clubs and form links with local places to come in and offer taster sessions to promote.</p> <p>Hold assemblies where children demonstrate what they have learnt at local clubs to inspire other children to join, e.g. boxing club; judo club.</p>
--	---	---------------	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%11
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To access opportunities to participate in competitive sporting events against other schools in the local borough.</p> <p>Hold a School Sports Day annually to celebrate and provide opportunity for children to compete against each other.</p>	<ul style="list-style-type: none"> <li>• Clearly timetable when sporting activities occur across the academic year and work back from there to trial and train children in preparation.</li> <li>• Take two teams as many times as possible so that</li> </ul>	<p>£1,302 (HX7 membership fee)</p> <p>£30 (fee to access gymnastics)</p>	<ul style="list-style-type: none"> <li>• 72% of children in Years 5 and 6 participated in a competition out of school.</li> <li>• A large number of children across the whole of KS2 competed at Cross Country events.</li> <li>• Sports Day was well</li> </ul>	<ul style="list-style-type: none"> <li>• Coincide learning in lessons to match the competition calendar.</li> <li>• Aim for 100% in Year 6 participation in sporting competition out of school.</li> </ul>

	<p>participation can be increased.</p> <ul style="list-style-type: none"> <li>Identify opportunities for inclusive events to provide the high proportion of SEND/EHCP children an opportunity to compete.</li> <li>Commit to providing transport where events are held further than walking distance.</li> </ul>	<p>competitions) £220 (Hire of transport to competitions) £88.80 (bus fares reimburse)</p>	<p>attended by families and feedback was excellent. Children competed in at least two different events.</p>	
--	--	--	---	--

Signed off by	
Head Teacher:	Lucy Caswell
Date:	
Subject Leader:	David Howes
Date:	04.07.23
Governor:	
Date:	