

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.

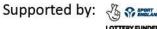
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£19490
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£19490

Swimming Data

Please report on your Swimming Data below.

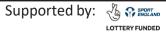
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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?	50%
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	
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	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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















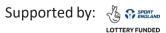
Action Plan and Budget Tracking

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 primary school pupils undertake at least 30 minutes of physical activity a day in school				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:
Breakfast Club – increase physical activity opportunities.	per day) 8.15 -8.30. Breakfast club	Sports Coach £20,000	Children in breakfast club are now more active and this has allowed them to be more engaged and conscious of their activity.	The main physical activity has been Dance during breakfast clubs. Next year, incorporate fitness based games.
Wide range of activities on offer for 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 the activities are changed often to keep the children's interests.	year. P.E Lead to support with new	Sports Coach KESSP- £3500	Physical activity has increased 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.











	Pupils to take part in weekly			Continue to have inter/intra
Inter/ intra School Sports	competitions. Each half- term there		Children have thoroughly	tournaments for children.
•	is a new sport and class teams are		enjoyed this. They have been	
classes.	chosen prior based on the children		able to take part in competitive	
	who have demonstrated the School		sport weekly. All children in KS2	
	Games' Value for the term. Each		took part in these tournaments.	
	team of 5 from each class play		·	
	weekly matches against team		Children have been able to take	
	classes from their phase. League		part in competitive sport against	
	tables are presented on the School		other schools developing their	
	Games Noticeboard and are		sportsmanship and resilience.	
	updated weekly.		From this behaviour, physical	
			activity and engagement has	
	Children have been taking part in		increased significantly.	
	friendly matches against other			
	schools.			
	Supported through KESSP, pupils			
	will participate in virtual			
	tournaments.			
				5
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
	T			%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to achieve	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	are linked to your intentions:	allocated:	pupils now know and what	next steps:
and be able to do and about			can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				













Assemblies. Celebrations in assembly	A chicumonts calchrated in		Ī	Incorporate more Games Days
•	assembly from all year groups.			in school next year.
festivals with certificates for certain	assembly from all year groups.			in school next year.
competitions being presented. Raise				
the profile of P.E and Sport as the				
pupils, visitors and parents will be			During the personal challenges,	
more aware of the pupil's triumphs			certificates and prizes were given	
and successes.			to children. This has increased	
and successes.			the resilience and determination	
Personal Challenges to help children			of our children.	
	Personal challenges set on Monday	Sports Coach –		
•	_	Partially		
morease priyotear activity.		Funded.	Children that are overweight/	
	challenge with Sports Coach in the		obese have been attending	
	MUGA. Prizes/ certificates to be		targeted lunchtime clubs. From	
Sports Day! An end of year	given weekly.		this they have developed a love	
Competition celebrating pupil's	,		for Sport and physical activity.	
	Publicised on School's social media		, , , , ,	
•	and newsletters, Activities designed			Further training for supervisors.
	by School's sports council and			- '
	managed and officiated by council			
	members alongside sports coaches.			
	Cultural theme embedded across			
	the competitions.			
Inclusion as part of the Whole School			Children are enjoying taking part	
Improvement Plan. Non movers			in a range of activities during	
identified at play times. Lunchtime			breaks/ lunches. We have seen	
supervisors to attend training on how			the physical activity of children	Provide an additional club for
to engage pupils who are less active.		Partially	increase.	those that show positive
To increase love for P.E and to have a		Funded.		behaviour.
system of controlled activities during				
	Tournaments to run be run weekly.			
part in competitive sport.				
Inter tournaments to be used for				
behaviour.	 Those that follow the school rules	Sports Coach –	Children's behaviour has	
		<u> - - - - - - - - - - - - - </u>		













and School Games Values are Partially improved. Child chosen for the tournament. Funded. part in the tourn mindful about the part in the p	
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Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	port	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:
In order to achieve good progress and achievement for all pupils the focus will continue to be on upskilling the staff. Staff have and will continue to undertake CPD sessions for various areas of the P.E curriculum. ECT programme to include opportunities for peer observations and access to appropriate courses. Support for teachers in particular areas of sport. This support will be tailored to specific staff who have identified as having a need in certain areas of sport. To develop the knowledge and expertise of our ECTs.	Teachers to attend training when	KESSP Membership: £3,500	delivering P.E. Lesson walks show teachers are allowing as much possible time for children to practise/ apply the skills. Due to this children's physical activity and engagement levels are increasing. Knowledge and delivery of ECT's has improved through the support of our sports coach. Planning stage has been streamlined to focus on the progression of skills and	
P.E Co-ordinator to attend training to support professional development of	Training for all staff supported			













leaders.	through KESSP. CPD sessions for P.E Co-ordinator through KESSP Membership including support sessions, online modules and premium report support.		P.E lead has attended training	Attend more CPD- focus on dance, gymnastics and assessment.
Key indicator 4: Broader experience of	f a range of sports and activities offe	red 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:
Incoming the contract of the c	lunchtime clubs for different year	Partially funded by sports premium.	01	AVFC and Chance to Shine due to come in.













			sports.	
	Lunchtime play leaders to			
	supervise led activities at			Further training to be given to
	dinnertime. Pupils given the			supervisors.
	opportunity to access different		Children are enjoying taking part	
	sporting activities.		in a range of activities during	
			breaks/ lunches. We have seen	
			the physical activity of children	
			increase.	
	P.E coordinator to ensure all			
	equipment is available for each			
	sport and the correct size for the			
	children using it. Ensure			Monitor equipment and
	differentiation in equipment is			restock where necessary.
Ensure a wide range of suitable	available for the children that need		Through the purchasing of a wide	
	it. (Inspection of equipment, P.E		range of equipment, we now have	
	Shed to be organised and labelled).		enough equipment to ensure for	
a focus this year ensuring all SEND		Part of £890	all units of sport that children can	
pupils are supported in all areas of		Sports Premium	practise during lessons, and play	
physical activity.		spent.	during breaks/ lunches. Different	
	Sports coach to hold scooter		sized balls were purchased to	
	training session weekly for KS1.		accommodate for our different	
	New equipment to be purchased		needs. Due to this, children'	
	(helmets). Lessons have been		attainment, physical activity and	
Increase active travel and experiences	<u> </u>		engagement has increased.	
for KS1 children.		Part of £890		Purchase new scooters.
		-	KS1 children are confident in using	
	,		scooters. They can perform basic	
	will participate in Virtual		drills and enjoy using them.	
Intra school competitions to support	tournaments.			
pupil's understanding of the School		KESSP		
games Values. Pupils to participate				













competitions throughout the year.		
Inter school competitions to so children can participate in competitive sport.		

Key indicator 5: Increased participation	on 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. Intra school competitions to support pupil's understanding of the School games Values. Pupils to participate competitions throughout the year.	Pupils to take part in weekly 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.	Sports Coach (partially funded)		Continue to have inter tournaments for children.













Inter school competitions to so children can participate in	Supported through KESSP, pupils will participate in virtual tournaments.	KESSP	different values through competitive	Continue to have intra / inter tournaments/ matches for children.
competitive sport.			activities they had previously never	Next year, there will be a greater range of matches.

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









