

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.

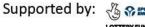
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£18,640
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,690
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 18,690

Swimming Data

Please report on your Swimming Data below.

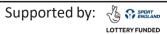
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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?	82%
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	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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

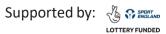
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: 18,690	Date Updated:	28/07/2023	
_	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: 12.57%	
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:
Provide a range of physical activities, beyond physical education lessons, to meet the 30 minutes of physical activity target	A designated coach to provide activities to promote physical activity at lunch time. Investment in lunchtime equipment promote physical activity at lunch times. A range of resources promoted in classes, active movers, Joe Wicks, Go Noodle for short bursts of physical activity during the school day. Extracurricular PE clubs to run after school every evening to provide more opportunities for pupils to be active. All clubs provided for pupils are free for anyone to join – no cost to pupils Investment in construction material to allow more opportunities for physical activity Sporting activities on offer at lunchtime Play leads to support the implementation	£2350	active runners.	Continue activities to left Invest more in playtime leaders Provide short physical activity sessions by PE coach to engage less active pupils to participate.













Key indicator 2: The profile of PESSPA b	of games at break and lunch time. Marathon Kids at the start of the school day to providing physical activity before starting lessons. Maintenance to outdoor gym equipment eing raised across the school as a tool for	or whole school ir	mprovement	Percentage of total allocation: 1.82%
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:
PE used to promote the school's Christian Values of Respect, Perseverance and Friendship and provide opportunities to demonstrate them.	House sports at lunchtime to support the values and provide opportunities for these values to be demonstrated. Sporting displays around the school to promote sport and physical activity and the Christian Values linked to them. Celebration of sport and physical activity to parents with a focus on the Christian Values. Celebration of marathon kids with certificates and house sports in special assemblies	£340		Continue to focus on key values with a particular focus on perseverance













Key indicator 3: Increased confidence, k	nowledge and skills of all staff in teach	ing PE and spor	t	Percentage of total allocation:
				17.13%
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:
Teachers feel empowered to deliver high quality PE lessons	Teachers to work with specialist coaches support teaching -speed stacking day – can be delivered in class or as an outdoor activity. Subscription to AFPE to support teachers and to provide targeted support. Investment of speed stacking sets to use in lesson and pe time. Year 1 -3 have to have sessions with tennis coach Attend PE conference	£ 3200	Increase teacher subject knowledge.	Look into PECS programme to be complete by all staff in Gymnastics and Dance – could we look at two separate P.E slots? One delivered by a teacher/coach coach.
Key indicator 4: Broader experience of a	a range of sports and activities offered t	o all pupils		Percentage of total allocation: 63.93%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
and be able to do and about	intentions:		can they now do? What has	













what they need to learn and to consolidate through practice:		changed?:	
Children participating in a wide range of activities in PE lessons, Youth Sport Trust Festivals and extracurricular opportunities	Provide a range of free clubs to promote sports and activities for pupils to participate in. Target groups of children who are less active for specific events e.g. PPG pupils. Enter school games festivals and other competitions to provide opportunities for pupils to participate in a wide range of sports and activities. Target groups and year groups who may have less opportunities through the planned Youth Sport Trust Festivals. Complete sports enrichment days once per term for each class to provide them with a full day access to different sports. Cost of transport provided to access sporting events. New games introduce in house sports — handball, curling, basketball All children to go bellboating in KS2	After school clubs full each evening Target groups worked on Girls in year 5/6 and Year ½ clun Participation in South Warwickshire school games Attendance in School Games Festivals Children enjoyed being on the River. Wide enjoyment across school at experience a variety of different sports, circus, speedstacking, fencing, archery curling	Ensure curriculum and clubs provided opportunities for new experiences. Continue to participate in school games competitions/ local school competitions













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				4.55%
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:
Every child to have the opportunity for participation in competitive sport.	Participation in competitive sporting fixtures e.g. football and netball Children to complete in competitive tournaments Children participate in weekly intra sport competition in KS2. Organise Competitive sporting event for a sport not offered through Youth Sport Trust Enter school games festivals and other competitions to provide opportunities for pupils to participate in a wide range of competitive sports and activities.	£850	More girls football match completed to try and provide wider opportunities for pupils. More participation in competitive sports by	Continue to host and expand on hosting additional competitions at school Continue to provide opportunities for more year groups and to entermore than one team for competitions to allow more pupils to participate.

Signed off by	
1.000	Mr Andy Simms
Teacher:	
Date:	28/07/2023
Subject	Miss Beth Drissell
Leader:	
Date:	28/07/2023













Governor:	Mr Rob Williams
Date:	28/07/2023











