

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.

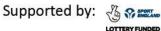
Schools are required to publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

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	£19,790
How much (if any) do you intend to carry over from this total fund into 2023/24?	£
Total amount allocated for 2022/23	£19,790
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£23,133

## **Swimming Data**

Please report on your Swimming Data below.

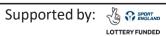
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances priority 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	22%
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	11%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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>















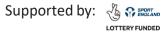
## **Action Plan and Budget Tracking**

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,	Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				
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:	
Ensure children have access to age- appropriate active travel training to encourage children to walk or cycle to school safely.	Year 3 pupils take part in Pedestrian training to learn how to cross the road safely.  Y5 pupils take part in Bikeability Level 1 & 2 training to learn how to ride their bikes safely on the road  Develop and Active Travel plan.  Assembly on Active Travel.  Active travel promotion to parents and families in school newsletters and parent meetings.	Bikeability Training Cost: Part of RESSP Buy in. (Part of £4,500). Pedestrian Training £291	Children can now relate road safety to their own environment and therefore have more awareness of safer places to cross the road.  They may also be encouraged to cycle to school, after achieving level 2, thus contributing to their activity levels.	To promote walk to school week and national bike week to parents through social media and Seesaw. A more robust approach is needed to engage staff alongside the support of the Healthy Schools Lead. Assemblies and class challenges need to be set to see some real improvement in this area.	
Develop life skills in pupils	Integrate Complete PE across the school.  Subject Leader delivering whole staff training – evaluating the impact	Support from RESSP for staff training: Part of RESSP Buy in. (Part of £4,500).	Children now know the meaning of the spirit of the games attitudes and can put them into context in situations across the curriculum. Staff are using these to reinforce positive attitudes across the	Assemblies to promote spirit of the games now embedded in the assembly time table across the school. Using the spirit of the games packs more emphasis on how this can run through the	











Develop leadership skills in children	leads the sports leaders' team within	£240- Postcards  Leadership Training Cost: Part of RESSP Buy in. (Part of £4,500).  Break & lunchtime specific equipment cost:	Sports leaders from the previous year are mentoring the new leaders and working alongside them at lunchtimes to support children.  Twice monthly meetings allows training and issues to be discussed, it also feeds into school wide active events that car be promoted throughout the school ie Sport relief.	whole curriculum. Children rewarded with postcards to acknowledge the importance of these values. Maybe award these cards in weekly whole school assembly, to ensure consistency across the school.  Continue with the two year group approach from year 5 and 6. New year 6 to mentor year 5 leaders and shadow them in the Autumn term. More visible presence across the school means more children can be actively engaged during lunchtime and break. The profile of the sports captains is more widely recognised amongst teachers and pupils. The self-esteem of the sports captains has had an impact in their whole school experience.
	The leaders will also support events organised by RESSP.			
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 leas	t 30 minutes of physical activity a day i	n school		23 %
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:













school and the involvement of the SSP	MCTOSS THE CHITICHIUM.	Part of RESSP Buy in. (Part of £4,500).	becoming more familiar with the vocabulary and the meaning of the positive attitudes encouraged, in PE and other curriculum areas	Staff and children are using the values and we have raised the awareness of how PE can develop these values. Through half termly newsletters, parents are aware of the importance of these attitudes, which influence learning attitudes across the curriculum
Assessment in PE across the school to raise standards.	Use Complete PE to assess ability levels and ensure teaching is appropriate and engaging.  Measuring the effectiveness of the scheme and teaching and learning.	Complete PE Charge	assessment tool as a means of assessing children's progress. Attainment has improved since last year and targeted children have grown in confidence.	The assessment information has been used to inform reporting levels and to identify groups who need more support, both socially, emotionally and physically. Aim to assess at least 5 areas over the year.

<b>Key indicator 3:</b> The profile of PE and	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement			Percentage of total allocation: %
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:
Increase the knowledge, understanding, confidence and competence of the Early Career Teachers (ECTs).	RESSP staff to deliver team teach using the complete PE scheme. Showing the school staff how they would deliver the lesson plans	Part of RESSP Buy in. (Part of £4,500).	Over the year SSP staff have delivered a Complete PE lesson across year groups, this has included Nursery and EYFS. Coaches have also been involved to ensure consistency of practice.	Continued support may be needed in other areas of PE over the year and Year 5/6 will have a team teach session in Autumn/Spring 23/24.













Increase range of activities available in school and particularly opportunities for girls.	Disney Girls Football delivered throughout the year. Staff member trained in Disney Girls Football		The skills and confidence of the girls has increased, investing in a new girls kit has increased the profile of Football amongst the girls and given them confidence in other areas of games. Girls have been involved in SSP football events as well as competitions against other schools and entry	The opportunity for girls to have experience of playing football needs to be sustained and increased. Girls only after school football and sessions during the school day need to become established as normal practice at lunchtime and playtime.
Increase knowledge, understanding, confidence and competence of the staff teaching PE across KS1  Key indicator 4: Broader experience o	SSP staff.	Part of RESSP Buy in. (Part of £4,500).	into local cup events.  Staff have valued the structure of Complete PE lessons giving them confidence in their delivery and the ability to see clearly how lessons are progressing and in turn children's progress.	Support staff have been involved in attending other physical activity opportunities. The resources from these are going to be used to embed in the existing curriculum i.e baseball during striking and fielding activities.  Percentage of total allocation:
				87 %
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:











To ensure that all children and young people enjoy some form of sport or physical activity	After school clubs for each year group throughout the year	£4,500). Transport costs £3000	competence of our pupils.	engaged in development days and gain valuable experience outside the classroom. Children
Ensure that all children know how to and are confident and competent to ride a bike	Balance bike training for all children in Reception, delivered by RESSP.	fraining Cost:	bikes in Reception, Pedestrian training in Year 3 and Bike ability in year 5.	
We believe that all our children will find their activity so we offer a wide range of activities	cheerleading and dance. Free after school clubs run by coaching staff support curriculum aims. Targeted	Mighty Warriors Grangetown Netball WAR	mind and a have a go attitude.  Some inspired by our provision have gone on to sign up at community clubs i.e. in Cricket,  Swimming, netball and basketball	The success of the outside agencies we have used this year has encouraged children to take up sport in the community. Involvement in competitive events have been really successful, achieving silver and gold positions. These links will continue into the next year,













			more active,	building on already existing relationships with staff and pupils. More targeted groups in lower school to be established and summer provision needs reviewing.
centre to be inducted into the gym.	All age appropriate 11 year olds have attended a free gym induction over the year. Those not eligible have been given a free voucher to attend.	. £240	in traditional PE activities have been motivated by the different	Some children have attended the gym since their induction, attending alongside siblings or parents. Hopefully encouraging a more healthy active lifestyles, long term.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:













Ensure that every pupil, by the time they reach Y6, has represented their school in a sporting activity	Enter into RESSP competitions and festivals.  Ensure children are entered into appropriate levels of competition to suit their individual motivation, competence and confidence levels.  Keep a track of which competitions and festivals every child has attended.	Competition Cost: Part of RESSP buy in (Part of £4,500)	All children are willing to volunteer to represent their school in activities which suit their skills, competence and abilities. Targeted children have been encouraged to take part in after school clubs to build up confidence. SEND events have given all children the opportunity to compete.	Increased success this year is testament to the progressive nature of the curriculum combined with outside coaching and after school provision. All children have had the opportunity to take part in events matched to their abilities, building confidence and competence. There is an increased willingness to take part especially in upper KS2, where children volunteer to take part and learn the value of taking part in the experience, regardless of winning or losing. We intend to continue to build on this next year.
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Signed off by	
Head Teacher:	Sandra Marsden
Date:	7.7.23
Subject Leader:	Susan Doe
Date:	7.7.23
Governor:	
Date:	











