

Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2022/23 | £17660 |
| How much (if any) do you intend to carry over from this total fund into 2023/24 | N/A |
| Total amount allocated for 2023/24 | £17660 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024 | £17660 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p> | <p>*This cohort of Y6 children did not complete their swimming lessons in Y3 due to COVID restrictions.</p> <p>Data has been presented based on information gathered from parents.</p> |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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</p> <p>Please see note above</p> | 27/30- 90% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | 27/30- 90% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 26/30- 87% |
| <p>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?</p> | No |

Created by:



Supported by:



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: 2023/24 | Total fund allocated: | Date Updated: | | |
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| <p>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.</p> | | | | <p>Percentage of total allocation: %9 £1750</p> |
| Intent | Implementation | | Impact | |
| <p><i>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:</i></p> | <p><i>Make sure your actions to achieve are linked to your intentions:</i></p> | | <p><i>Funding allocated:</i></p> | <p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p> |
| <p>Coach sports leaders who lead physical activity during break times and lunch times (including purchase of new equipment that is needed).</p> | <p>Use PE coach(es) to teach children key leadership skills and activities that they can teach other children in school</p> | | <p>£1000 Cover</p> | <p>PE lead is able to share expertise with the children. School has sports leaders that promote fitness throughout school. Train children in LKS2 so school has sports leaders that remain in school for years (who can develop, improve and train others)</p> |
| <p>Introduce clubs and opportunities that protect our existing bubbles and meets the needs/engages each class on an individual basis.</p> | <p>Introduce clubs and opportunities that protect our existing bubbles and meets the needs/engages each class on an individual basis. Questionnaire to find out what clubs the children want. Provide clubs (when it is safe to do so) Ensure all year groups have a protected club that develops their engagements, enthusiasm for a variety of new sports.</p> | | <p>Basketball/ Football/ Forest School £700</p> | <p>Uptake at clubs continues to improve. Children and parents speak positivity about the school's sports calendar. Children demonstrate new passion and skills in other areas of the PE curriculum.</p> |
| | | | | <p>Sustainability and suggested next steps:</p> <p>Train children in LKS2 so school has sports leaders that remain in school for years (who can develop, improve and train others)</p> <p>Run clubs year-on-year ensuring children have the opportunity to enhance and develop newly acquired skills.</p> |

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| Introduce a 'Personal Best' challenge to all year groups. | This will be done twice a year and follow them through school. All pupils to participate in 5 measurable activities which test different physical attributes. Progress will be measured per child. | Sports Leaders £50 | All pupils will aspire to be their personal best and to improve between their 'test' dates. | This will follow pupils in every year group and give them chance to develop across a range of disciplines. |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|---|--------------------|---|--|
| | | | | %31 |
| | | | | £5550 |
| Intent | Implementation | Funding allocated: | Impact | Sustainability and suggested next steps: |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> | |
| Stickers, trophies and medals to be given to all pupils for their effort and run placing. | SL to purchase rewards and incentives. | £300 | All children will feel proud of their placing and enjoy receiving a sticker or trophy. | Pride in their achievements – spurs them on to do better in the future. |
| School to gain the Sports Mark again (been on pause for the last two academic years – need to achieve gold once more). | SL to have time to put together the bid and evidence to show this – one day out of class. | £250 (supply) | The school will be able to demonstrate what it does for sports and physical activity. This will be shared with the community. | Enables chances for children to shine and to give them credit for what they do well. |
| Purchase and improve PE equipment that will enhance PE provision and ensure school has the correct equipment to develop a wide range of skills. | Evaluate school's current needs. Purchase the relevant equipment needed to develop and enhance the PE curriculum. Ensure equipment is used throughout the school year and thus enhancing the children's learning. | £3000 | School will be able to teach and develop key skills all year Wider range of PE units/topics are being taught in school. | This is a constant year-by-year cost – sports equipment will always need replacing. |

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| <p>Sports leader (SL) to monitor accurately sports provision through school and develop plans with staff.</p> | <p>SL to work alongside each staff member to give them opportunity to share and refine plans. SL to observe sports/games through school.</p> <p>This includes the development of MTP.</p> | <p>£2000 Cover x8</p> | <p>SL will have a good understanding of the level of fitness and sporting knowledge through school. Staff will feel supported in their plans and deliver better PE lessons.</p> | <p>This forms part of our monitoring cycle to ensure quality PE lessons are being delivered in each year group.</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 46% £8100 |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> |
| Basketball coaching from Jimmy Smith to enrich the children’s learning and to give the teachers more confidence in specific games to boost basketball skills. | Teachers will observe the basketball sessions taught by an experienced expert and will take note of key games/drills. | £500 plus £100 for matches (£600) | Teachers will feel confident with their own level of specific skills to teach these two sports and be able to lead sports leaders in upper juniors to take warm-ups and cool-downs. | Due to observations from the coach, teachers to be confident to lead lessons on their own in this skilled area. |
| Hire a sports apprentice to run sports clubs, lead and support PE sessions, support the PE lead/SL. | Sports apprentice to deliver a variety of clubs based on parental survey. Lead warm-ups and full lessons as directed by SL. | £7500 | Pupils will have access to a range of exciting clubs and teachers will feel supported by SA’s knowledge. | If continuation of sports grant, then SA will become a sports leader in school. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 29% £5205 |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> |
| Renew online resource for delivery of PSHE – mental wellbeing, including healthy bodies, healthy minds. | HeartSmart – mental wellbeing and health – engage all children in understanding their mental states and how they can identify what makes them strong, what their blockers are and how to overcome them or get help. | £500 | Children will have a really good understanding of why it is important to look after their minds and bodies and how to do so. | This is an annual subscription and forms the backbone of our mental health package. |

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| Pay a level 3 trained Forest Schools leader to work with children outside once a week. | Organise timetable and ensure all children get chance for this valuable time outside. | £80 per session at 39 weeks = £3,120 + tools and resources £500 | All children will benefit from being outdoors which will increase confidence and the desire to spend more time outside on a variety of activities. | This is a key component of our health and well-being package and gives children chance to be active in different settings. |
| Organise a well-being week (healthy mind, body and spirit) with a focus on physical activities. | Quidditch Day, Flash Mob Dance, Yoga, outdoor and adventurous activities (physical). | £1000 | All pupils will have participated in a range of sports which will motivate them to try new activities. | Well-being week will be a focus every year but in a condensed version. |
| Offer a fitness/dance session into our after-school club as part of getting them active. | Dance instructor to lead various dances, aerobics, fitness routines to the after-school club. | £585 | Children will engage in activities to boost their mood and get them moving. | |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 15% £2760 |
| Intent | Implementation | Impact | | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> | <i>Sustainability and suggested next steps:</i> |
| Attend intra-family sports events. | Each year group to host a different event throughout the year. | Bus: £200 x 6 Cover: £150 x 6 £2100 | All classes have taken part in at least 1 sporting event within the family of schools. Children given opportunities to compete in sporting events (that build on work in PE and enables them to enhance skills learnt this year) | Continue to attend events run by family of schools. Add new sports to family festival events – extending opportunities for the children. |

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| Arrange cross-school competitive Sports Day so children can compete and work with children from different schools. | Following own sports day, children would attend a local primary school and compete against their children. Both schools would celebrate achievements, effort, team work and sportsmanship. Schools would purchase trophies/medals to celebrate this | £260 – two ½ days cover for PE lead to work with sports leaders. £400 (estimate) petrol claimed back from teachers. Staff cover and transport £660. | Children given opportunities to compete in sporting events (that build on work in PE and enables them to enhance skills learnt this year) | Undertake shared sports day every year (looking into the option of adding further schools to extend opportunity.) |
| | | | | TOTAL 132% £23365 |

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| Head Teacher: | Matt Jones |
| Date: | 01/12/23 – review termly |
| Subject Leader: | Maxine Houghton |
| Date: | 01/12/23 – review termly |
| Governor: | Uzma Johal |
| Date: | 01/12/23 – review termly |