

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 <u>Quality of Education</u> 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 and sustainable improvements use the of Physical Education, Physical Activity (PESSPA) School Sport and the quality they offer. This means that you should use the Primary PE and sport premium to:

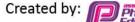
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
 pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. 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.

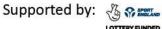
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 <u>HERE</u>.













Details with regard to funding Please complete the table below.

Total amount carried over from 2021/22	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£21000
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 21000

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? 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 2022. Please see note above	91%
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	91%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91%
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?	Yes















Action Plan and Budget Tracking

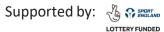
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

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				Percentage of total allocation:
primary school pupils undertake at le	east 30 minutes of physical activity a c	day in school		%
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:
Promote a whole school approach to PE and School Sport -providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school. Provide all pupils with opportunities to access free sporting and physical activities, (including interventions during school time, active lunchtimes and extra-curricular clubs), in addition to their PE lessons.	offered 4 days per week. - Big Moves Fundamental Movement intervention offered to EYFS to identify pupils needs and provide early support and interventions. - Pupils identified as least active/low confidence/SEND are offered an active break/lunch club. These are held in addition to after school clubs. - External club links created. Sports ambassadors and sports leaders engaged and effectively deployed. Selected children (Sports Ambassadors and play leaders) are given training and regular support to take up leadership roles. Children are trained in how to effectively arrange and deliver interesting an engaging break/lunch time activity. -Pupils are used in the promotion and	£5400 Lunchtime clubs £4680 Breaktime clubs £2160 Big Moves and other PE interventions £3760 Playground	Large number of children took part in extra-curricular clubs. On average 68% of children were participating in afterschool clubs. This including 27% of PP and 28% of SEND children. Morning sensory club was offered to KS2 children including PP, SEND and disadvantaged children daily (5x15min/week) Big Moves club was offered to KS1 children including PP, SEND and disadvantaged children daily (5x15min/week) Vast majority of children were observed to spend their playtime and lunch break in active way due to having large number of sports	survey staff to highlight areas of PE where further CPD is needed. 25,7% - To continue to provide wide range of after school clubs to all in KS1 and KS2 children. 22,3% - To continue to offer active lunch time, to promote active 30min a day and more. 10,3% - To organize mini games, competitive and non-competitive activities to all children.











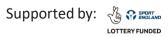


Key indicator 2: The profile of PESSP.	- LSL SSP virtual competitions led by sports ambassadors. Children work within their year group onlyPurchase of traditional games additional equipment for KS1 and KS2 playgrounds. A being raised across the school as a temporary of the school as	£1000 ool for whole sch	children on the playgrounds and fields.	4,76% - To provide children with playground equipment to promote an active play. Percentage of total allocation:
Intent	Implementation		Impact	%
Intent	Implementation	1	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:
PESSPA used as a tool to improve behavior, build relationships, and raise aspirations. Providing targeted activities or support to involve and encourage the least	- Individual PE reward system 'Sports Cards' which rewards pupils for specific behaviors demonstrated, (passion, determination, self-belief, respect, teamwork and honesty), or improved effort/behavior over a series of lessonsPrize draws at end of each week for all	fund £150	During this academic year, sports ambassadors organized 6 intraschool competition for KS2 children including football, hockey, dodgeball, basketball, athletics, table tennis.	0,71% - To make a calendar of regular intra school sporting events engaging large number of students.
active.	'Sports Stars' are entered into for chance to win a sport prizes (small sports equipment to enable children for independent practice and further improvement of their skills) - Pupils rewarded for showing positive behaviors/improvement in overall	Pupils awards (sport raffle prices) £600	Children were motivated by receiving "sports card" – a reward for displaying positive sports behaviors. Children awarded with a small	2,87% - to award children for displaying sports values in their daily school life.
	learning behaviorsLarge numbers of Sports Ambassadors (to work within their own year group only to reduce risk of covid spreading)Opportunities for all pupils to become		sports motivational price during weekly "sports cards raffle". Childrens sports successes were celebrated during weekly	
	leaders, leading parts of lessons -Playground Leaders used to make		celebration assemblies.	
	lunch time more active. Sports and wellbeing week to promote	Sports Week	Children had been motivated and inspired during sports taster	4.28% - To organize sports













	healthy and active lifestyle. Healthy mind & healthy body.	£800	Children took part in: Martial	week filled with array of sporting opportunities for all children.
Key indicator 3: Increased confidence	, knowledge and skills of all staff in to	eaching PE and sp	port	Percentage of total allocation:
	T .		Г	%
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:
Continue to improve quality of teaching and learning in PE for all staff. Develop staff confidence and understanding of assessment in PE through continuing CPD, training and support	- Skills audit completed -PE team and all non-specialist staff teaching PE And appropriate training arranged - PE specialist teacher to work alongside sports coaches and HLTAs to develop knowledge and individual needs of staffContinue to use PE assessmentsinsight tracking -Key skills review for EYFS, KS1, KS2	£300	Sports coaches provided with an ongoing cpd opportunities via regular team meetings, team teach sessions and external courses. Staff member attended a gymnastics training.	1,43% - to upskill staff members to increase their confidence in high standard PE delivery
Key indicator 4: Broader experience of a range of sports and activities offered 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:











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Additional achievements:	All children provided with a wide	1 ' '	Volleyball added to PE curriculum	2.85% - to perform a survey of
Provide all pupils with a broad and	range of sports within PE provision.	most demanded	map.	children sports interests.
balanced PE curriculum and school sport	Sports ambassadors performed pupils	•		
offer, which includes alternatives to	survey to identify what sport children			
traditional sport.	would like to see in PE offer.		Volleyball equipment were available	
	- Purchase of equipment specific to a		and used by children during PE,	
	new sport chosen via pupil's voice.		playtime, and lunch breaks.	
	-Team building unit taught to all		External volleyball coach was invited	
	pupils in KS2 and inclusive sports		to enrich volleyball experience.	
	taught to KS1 pupils.			
	-Health and fitness unit taught.			
	- Break/lunch club offer for			
	disadvantaged children.	Purchase of		
	Big Moves (physical skills	additional specific		0,95% - specialized equipment
	intervention),	equipment to be	Number of inclusive variations of	provided to make PE activities
	- Club links in community (local	used by	dodgeball games were taught and	accessible to all children.
	football, cricket, tennis, and other	disadvantaged	played during PE, sensory circuit,	accessible to all cillidien.
	clubs)	children	playtime, lunch break. This attracted	
	- Sign posting pupils and their families	(dodgeball)	large number of children including	
	to local clubs, community groups	£200	PP, SEND and disadvantaged.	
	providing more information of where			
	they can access (or broadening the		During a sports week, a local sports	
	variety of) extra-curricular activities		clubs promote their sports and	
	after school in the 3 to 6pm window,		invited children to take up sports	
	delivered by the school or other local		beyond school hours.	
	sport organizations.			
Key indicator 5: Increased participation				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to	interitions.		changed?:	
•			Changea:	
consolidate through practice:			<u> </u>	













Continue to enter a range of sporting	-Subscription to LSL SSP provides	LSL SSP £1050	Children entered large number of	5% - to continue to provide
competitions, events, and festivals	opportunities for high ability, lower		interschool competition including a	interschool competitive and non-
applicable to pupils of all abilities:	ability, SEND and less active pupils.		non-competitive sports festivals and	competitive sporting
To rebuild leagues and out of school	- Range of Virtual competitions		inclusive events.	opportunities available to all
competitions.	offered by LSL SSP allowing more			children.
	children to take part in competitive		Children participated in intraschool	
	sport		competition including non-	
	-Organization of intra school		competitive personal challenges	
	competitions and sports tournament,		organized by Sports Ambassadors.	
	-Continuing successful records within			
	girl's participation in competitive			
	sports		Mini bus and taxi were arranged to	
	-Arrange a transport for	T	enable all children to access out of	1,43% - To promote inclusion in
	disadvantaged children to/from	Transport - £300	school competition.	competitive sports.
	interschool events.			

Signed off by		
Head Teacher:	Michael Beck	
Date:	11/07/23	
Subject Leader:	Lukasz Kostecki	
Date:	11/07/2023	
Governor:	A Peterson	
Date:	12/07/23	









