

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.

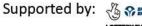
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	
How much (if any) do you intend to carry over from this total fund into 2022/23?	0
Total amount allocated for 2022/23	£23, 140
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£23, 140

## **Swimming Data**

Please report on your Swimming Data below.

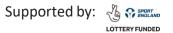
Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances 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 2024.  Please see note above	85% (Due to lack of provision following Covid locally)
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	81% (Due to lack of provision following Covid locally)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85% (Due to lack of provision following Covid locally)
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?	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.

Total fund allocated: £23, 140	0 Date Updated: 1 / 11 / 2023		
<b>Key indicator 1:</b> 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: 92%
Implementation		Impact	
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:
Specialist sports teachers worked alongside Woodcote staff to deliver PE every week in each key stage 1 and 2 learning time. This is designed to: Provide broader diet of specialist PE and sports learning Develop the skills and confidence of school staff in delivering high quality coaching and activities Encourage children to have a go and try new sports and activities Specialist sports teachers train and develop the skills of more able athletes to prepare them for competitive sports	£19750		Large proportion of premium previously spent. School to discuss in house training with external provider / Specialist training and provision could be offered for vulnerable children. See new proposal with different club provider.
Play leadership and games equipment (playtimes)	£1, 800	Increase sports/play leaders across the school, our children successfully run lunchtime sports and games for any children wanting to participate	
	Implementation  Implementation  Make sure your actions to achieve are linked to your intentions:  Specialist sports teachers worked alongside Woodcote staff to deliver PE every week in each key stage 1 and 2 learning time. This is designed to: Provide broader diet of specialist PE and sports learning Develop the skills and confidence of school staff in delivering high quality coaching and activities Encourage children to have a go and try new sports and activities Specialist sports teachers train and develop the skills of more able athletes to prepare them for competitive sports  Play leadership and games equipment	Il pupils in regular physical activity – Chief Medical (ast 30 minutes of physical activity a day in school  Implementation  Make sure your actions to achieve are linked to your intentions:  Specialist sports teachers worked alongside Woodcote staff to deliver PE every week in each key stage 1 and 2 learning time. This is designed to: Provide broader diet of specialist PE and sports learning Develop the skills and confidence of school staff in delivering high quality coaching and activities Encourage children to have a go and try new sports and activities Specialist sports teachers train and develop the skills of more able athletes to prepare them for competitive sports  Play leadership and games equipment  £1,800	Implementation Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?:  Specialist sports teachers worked alongside Woodcote staff to deliver PE every week in each key stage 1 and 2 learning time. This is designed to: Provide broader diet of specialist PE and sports learning Develop the skills and confidence of school staff in delivering high quality coaching and activities Encourage children to have a go and try new sports and activities Specialist sports teachers train and develop the skills of more able athletes to prepare them for competitive sports  Play leadership and games equipment (playtimes)  E1,800 Increase sports/play leaders across the school, our children successfully run lunchtime sports and games for













<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				8%%
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 and sports equipment (curriculum)	New equipment continues to be purchased to support and improve the PE curriculum, to ensure that teachers ae well equipped and that children have the necessary resources to benefit fully. This included balls, nets and hoops.		Reeducation in playtime incidents. Increased focus on physical activity during lunchtimes.	Continue to increase and renew equipment to provide a wide range of opportunities and support a wide range of needs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
				0%
Intent	Implementat	ion	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:  Not a Focus for This Year	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:
Key indicator 4: Broader experience	of a range of sports and activities	offered to all nunils		Percentage of total allocation:
ney manager in broader experience	or a range or sports and detivities			0%
Intent	Implementati	ion	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:













Not a focus for this year		
Not a focus for this year		

Key indicator 5: Increased participati	on in competitive sport			Percentage of total allocation:
				0%
Intent	Implementat	ion	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:
Not a focus for this year				

Signed off by	
Head Teacher:	
Date:	01/11/2023
Subject Leader:	Darren Bignell
Date:	01 / 11 / 2023
Governor:	
Date:	01/ 11 / 23











