

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 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 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>.

Created by: Physical Action for Created by:



Supported by: Supported 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	£ 17,460
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 20,110 (including £19,640)
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 19,640

## **Swimming Data**

Please report on your Swimming Data below.

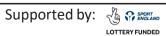
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances 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?	65%
<b>N.B.</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	
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	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35%
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**

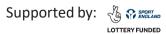
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: £20,110	Date Updated: June 2023		]
Key indicator 1: The engagement of	Percentage of total allocation:			
primary school pupils undertake at le	east 30 minutes of physical activity a c	day in school		7.4%
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:
Increase the number of pupils who are regularly exercising for at least 30 minutes per day. This is in addition to PE and Games lessons.	Continuation of a sports coach during the lunchtime period to provide a further opportunity for pupils to take part in physical activity.  Sports Coach will also train and support lunchtime staff in delivering 30 minutes of exercise with each group they work with.	£1520	We have seen an increase in numbers of pupils engaging in regular physical activity.  100% of children have accessed provision from the sports coaches over the year at lunchtimes compared to 28% (120 pupils) last year.	Lunchtime Supervisors to lead on a wider range of activities to promote physical activity during lunchtime.
Key indicator 2: The profile of PESSP	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
	-			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:













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Children are aware of the benefits of	,	£11,400	Children's confidence in	Continuation of mentor
being physically active on their	fitness, self-defense and well-being		themselves and their world and	working with more children.
mental health and well-being.	sessions with mentor. This will		in their positivity towards	CPD of staff and improving
Children understand how to use	promote their physical and mental		themselves and their learning.	their skills in promoting and
their bodies to keep them safe.	well-being. Children also have a		(pupil Voice questionnaire)	improving the physical well-
	good understanding of keeping			being of the pupils. This will
	safe.		Year 6 children and selected	help continue to develop the
Using role models to engage pupils.			children across the school have	whole school ethos of
	Sports coaches to reinforce positive		worked with fitness and mental	promoting physical and mental
	behaviour during lessons.		health mentor (80 pupils in	well-being. Year 6 Sports
			total)	Captains to be Ambassadors
				for physical and mental well-
			Children and parents seeing	being through Play Leaders
			positive impact through parent	scheme next academic year.
			and pupil questionnaire.	
				Continue to monitor and invite
				pupil and parent responses in
				the programme. From this we
				can look for ways we can make
				changes for next year.
				,
				When this is fully embedded
				focus area in terms of
				spending will switch to Key
				indicator 4.

Key indicator 3: Increased confidence	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:	













	0. (()	l
to <u>£</u> 1200		Continue with CPD next year
	·	so that staff can gain
P.E.	and adapt in their own lessons.	expertise in different areas.
		Staff can also discuss good
	Staff have given feedback on the	practice with each other and
	impact of the sessions through	offer support to each other.
ort	questionnaires. This indicates	
-	increased confidence in a range of	Staff to receive extra CPD
	PE areas as staff have picked up	depending on their
d	ideas for teaching certain areas.	confidence and needs.
		Continue training of
	31% of children have worked with	lunchtime staff.
	a Sports Coach during P.E lessons.	
		Ensure sports coaches
		continue in teaching a variety
		of areas of sport so staff gain
		confidence and see a variety
		of topics. This will also
		support progress of pupils as
		they are learning a variety of
		skills.
£1512	As staff confidence has improved.	Continue to develop the use of
	·	the sports scheme including
		ensuring progression of skills is
		clear to pupils.
	100% of pupils benefiting from the	
£1824	Better resources have engaged	
port	and motivated children's	
	fo £1200  P.E.  ort  f   d  £1512	from the sports coaches to use and adapt in their own lessons.  Staff have given feedback on the impact of the sessions through questionnaires. This indicates increased confidence in a range of PE areas as staff have picked up ideas for teaching certain areas.  31% of children have worked with a Sports Coach during P.E lessons.  41512  As staff confidence has improved, children have benefited from higher quality teaching in PE lessons.  100% of pupils benefiting from the structured scheme.  41824  Better resources have engaged













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Good resources available to support P.E lessons and ensure they are done in a safe environment	outstanding P.E lessons. Safety features installed including post protectors.		participation.	
Key indicator 4: Broader experience o	I f a range of sports and activities offe	red 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:
Additional achievements:  Sports coach CPD for staff who are ECTs so that a wide range of sports are offered during PE lessons.  Year 6 and Year 5 children trained as Play Leaders to offer a wide range of sports and activities at Lunchtime.	Sports coach to work with ECT's on areas of PE that have been identified as needing further development including raising staff confidence.	£884	ECT Staff questionnaire shows an increase in staff confidence in teaching a range of sports and activities.	Following on CPD, Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.  This will be a key area of development in the next academic year.  Professional sports coaches to work with children during PE lessons to enrich children's experiences of PE.
	Sports clubs on offer throughout		23% of pupils have accessed after	Offer a range of after school













Sports coach to run a wide range of extra-curricular clubs.	the year have included football, tennis, Irish Dancing, Rugby and Multi-Sport club.	£0	school clubs (97 pupils).	clubs for children with a focus on providing for children with SEND needs.
				We aim to increase the number of participants across the school where possible in both curriculum time and extracurricular activities

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
				8.6%
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:
All pupils to be provided with the opportunity to participate in competitive sports and represent the school  Increase the number of competitive	Membership of sport associations to allow access to competitive sports e.g. Wilson Stuart Active Sports Society, Catholic Sports,	£1770	Children have been experienced a variety of after school competitions which has encouraged them to join outside	competitive sport next academic year.
sporting opportunities for school teams	Football League and Netball League.		clubs. They have enjoyed playing competitively against their peers.	To participate in a variety of competitive sports, both boys and girls and to target increasing the number of
			25% of pupils have participated in competitive extra Curriculum sports competitions.	children with SEND and who lack confidence in participation of sport to take part in competitions and "try











		something different
		initiatives".
		minuatives .

Signed off by	
Head Teacher:	Mr G O'Hara
Date:	20/6/23
Subject Leader:	Miss K Glass
Date:	20/6/23
Governor:	Mr T Forker
Date:	27/6/23











