

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.

funding sustainable improvements to Schools must make additional and 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:

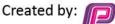
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils ioining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk for the revised DfE guidance including the 5 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.

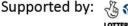
Schools are required to publish details of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2023.

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 HERE.













Details with regard to funding Please complete the table below.

Total amount carried over from 2021/22	£ 5000
Total amount allocated for 2021/22	£ 20080
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 5000
Total amount allocated for 2022/23	£ 19560
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 24560

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	87 %
metres?	07 /0

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

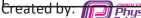
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

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?

87% Yes – additional swimming sessions for year 6 children who had answered No to the above questions (£600)

62%



breaststroke]? Please see note above











Action Plan and Budget Tracking

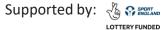
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
Key indicator 1: Increased confidence	Percentage of total allocation:			
				30%
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 all 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	Our PE co-ordinator has taken part in local PE Subject Leader meetings. The PE Co-ordinator shared the learnings with all colleagues during staff meetings The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including a wellbeing workshop. The PE Co-ordinator shared the learning points with all staff.	SLSSP Membership	The PE Co-ordinator felt more confident in supporting staff with PE in school. They surveyed staff and led a staff meeting to support all teachers in the PE curriculum across the school. The PE coordinator has used the information from this to create a plan of action for 23/24 to support children's wellbeing and physical activity.	ordinator will deliver whole school staff workshops. The PE Co-
	A tennis coach was employed for the summer term to model expert teaching as a form of CPD to staff.		Children had access to high level tennis teaching that helped them to become more knowledgeable in the skills and applying these in games. Staff saw excellent modelling of teaching tennis skills and upleveled their own knowledge for future	











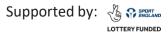


Key indicator 2 : The engagement of a	'Happy lunchtimes' to make lunchtimes more structured and provide more opportunities for physical activity.		teaching. Happy lunchtimes have seen an increase in activity at lunchtime as children can do guided activities with an adult. This has also seen an impact on wellbeing as less children are requiring first-aid or adult support in social scenarios.	Percentage of total allocation:
primary school pupils undertake at lea			icers gardennes recommend that	20%
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:
Providing targeted activities or support to involve and encourage the least active.	Moves project designed for KS1 pupils who lack fundamental movement skills/physical literacy. A coach from SLSSP deliver 6 sessions to 15 targeted pupils, the pupils undergo a fundamental movement assessment on week 1 and 6 to evaluate the impact of the intervention. A member of staff supervised the sessions and attended a Big Moves training course. The school participated in the Energise		impact of Big Moves - 12 Year 3 and 4 pupils participated in a 10-week long Energise programme. Children were involved a number of activities and games linked to	













	member of staff supervised the		3 pupils completed over 100	
	sessions.		hours of physical activity, 4	
			pupils completed over 75 hours	
	The whole school took part in the Move	SLSSP	of physical activity and 5 pupils	
	It March project. Each child was given a	Membership	completed over 50 additional	
	physical activity tracker to fill out during		hours of physical activity	
Inspire ALL students to get involved	March 2023. Certificates and prizes		- 80%+ of the school took part in	
in 30 minutes of physical activity	were awarded to children who achieve		Move It March. The majority of	
during school time and take part in	physical activity milestones (250 active		these children also achieved	
physical activity outside of school.	minutes=Bronze, 500 active		Platinum through the month.	
physical activity outside of school.	minutes=Silver, 750 active			
	minutes=Gold and 1000 active			
	minutes=Platinum). Pupils were also			
	given points for achieving milestones			
	and the most active class won a trophy.			
	Потория и потория и потория и пория и пория и пория и пория и пория и потория и потория и потория и пория и по			
			- It made parents aware of the	
			offer during school holidays and	
	We promoted SLSSP holiday resources	SLSSP	some children did take up these	
	ive promoted sessi menday resources	Membership	opportunities.	
	produced resources to inspire children	iviem sersing		
	to be active and healthy over the			
	1			
	Christmas, Easter and Summer holidays.			
	The school hires qualified sports	C4C00	- There is a large uptake in	
	,	£4600	children joining in with these	
	clubs to encourage more pupils to be		activities at lunchtime and it	
	active and to encourage them to take		has encouraged some less	
	up sports.		active children to get	
			involved and be physically	
			active at lunchtime.	

Key indicator 3: The profile of PESSPA	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 what they need to learn and to	intentions:		can they now do? What has changed?:	
consolidate through practice:				
To engage student voice and use students' leaders to raise the profile of PE and School Sport.	1		Raised the profile of sport in school and encouraged some children to look into different clubs out of school.	The school continues to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice in represented in the school's
	4 students were trained to become Well-being Ambassadors to support mental health and internet safety in school. The Well-being Ambassadors have been supporting the Sports Ambassadors.		Well-being ambassadors became well known around school. They carried out assemblies and organised whole school well-being afternoons with a focus on the five ways to wellbeing.	physical activity offer.
			Playground leaders were invaluable for the Sports Day; they took on a leadership role and led activities for the other children including scoring them too.	
Encourage active travel to school.	plass that actively travelled the most.		85% of children participated in active travel month with 63% travelling for 11 days or more. Walking was the main method used by our children other than those that cycled or scootered already.	The school continues to promote active travel through school newsletters and social media. The school works closely with the Leicestershire County Council Officer to promote Active Travel including encouraging parents to park and stride.
Embedding Physical Activity and Well- Created by: Partnerships Fautherships		SPORT UK COACHING	Managarah Managarah Managarah	

being into the school day				
	We utilised the SLSSP Return to Wellbeing resources to support students back into school. Also, active lesson break resources for	SLSSP		
	throughout the day. Following lockdown students struggle to focus for long periods of time so SLSSP			
To increase the number of staff who are	Introduction of 'Happy Lunchtimes' to support the children's physical activity during lunchtimes – equipment purchased to support this		increase in activity at lunchtime as children can do guided activities with an adult. This has also seen an impact on wellbeing as less children are requiring first-aid or adult support in social scenarios.	_
active to raise the profile of sport and exercise in school.		SLSSP Membership	This year we had a higher uptake of staff getting involved in this and competition amongst the staff.	
Key indicator 4: Broader experience of the control		ered to all pupils		Percentage of total allocation 10%

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: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).	SLSSP Membership	Pupil premium children were able to attend after school clubs at discounted rates to encourage activity. SEND children were also encouraged to attend these clubs.	To continue to offer a wide range of after-school clubs taking into account pupil voice.
	The school sent out the SLSSP Christmas physical activity resources to all parents, it was designed to keep children and families active over the Christmas holiday. We also sent out the SLSSP resources design to keep children active and healthy over the Easter and Summer holiday.	SLSSP Membership		
	Also, we promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos.	SLSSP Membership		
	Our school took part in the FA's Girls Football week. This included virtual football challenges for girls and a design a football competition. The ideas of the week was to raise the profile girls	SLSSP Membership	This saw a greater uptake in girls doing football at lunchtime. Following consultation with the girls there is now a weekly girls-only football match at lunchtime.	













football and increase participation Different Sports introduced through 'The Zone' at lunchtimes that are guided by a member of staff.	This has supported SEND a children with both socialisi behaviour. Staff have tried variety of equipment to int	ng and to utilise a roduce
	children to different sports has encouraged some of th these sports out of school.	em to try
Sports equipment purchased to	l '	
support the teaching of a wider	21100	
range of sports E.G footballs,		
Badminton rackets, dodgeballs.		







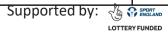






, manager or more cases parager	n in competitive sport			Percentage of total allocation:
			1	20%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions 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:
Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.	Multisports Festival, Year ¾ Dodgeball, Year ¾ football festival Pupils took part in EXCEL competitions which are designed for our most able pupils and are based on performance. New-age Kurling, Boccia, Year 5/6 dodgeball. Pupils took part in the Quad Cup virtual competitions. The personal/team challenges were designed to give all students the	SLSSP Membership	The competitions provided opportunities for children to experience different sports at a competitive level. Multisports Festival – 9 children (3 boys and 6 girls) Year ¾ Dodgeball – 10 children (4 boys, 6 girls) Year ¾ football festival – 6 Girls New-age Kurling / Boccia – 7 children (5 boys and 2 girls, all SEND). Year 5/6 dodgeball – 10 children (4 girls, 6 boys) The majority of the school took part in this from EYFS to year 6 including SEND, PP, girls and boys	The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face t face competitions will take place The SLSSP's will develop a calendar of competitions/festiva designed to INSPIRE pupils, DEVELOP physical literacy and sports skill and enable students t EXCEL. The school is committed to taking part in the local competitions.
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The virtual competitions included: World Cup Competition			
The school has hired a qualified special coach to support and attend competitions	erts £250	-This has allowed for the staffing of these competitions so that they could go ahead.	
Purchase of a team strip football king for competitive matches	£700	Increased team spirit and provided easier identification at competitive events	

Signed off by	
Head Teacher:	F. Clarke
Date:	14/07/23
Subject Leader:	R.E.Weed
Date:	13/07/23











