

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.

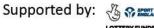
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£35,695
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23 £18,200	
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£18,200

Swimming Data

Please report on your Swimming Data below.

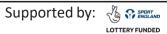
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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?	58%
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. 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	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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?	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.

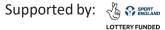
Academic Year: 2022/23	Total fund allocated:£18,200	Date Updated:2	20.07.23	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that				Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a c	day in school		£7712 = 42%
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:
- Educate children in the value and benefits of a healthy active lifestyle Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity Raise awareness of the best places to take part in sport and physical activity outside of school Provide opportunities for daily physical activity (daily mile) - Encourage more activity by using MOKI bands Provide 'taster days' to offer opportunities in sports children may not experience increase activity levels at break times by purchasing new playground equipment - use playground leaders to lead activities for younger children.	 develop active playground facilities for both infants and juniors. implement playground leaders to lead activities for younger children. organize after-school clubs for both key stages 	Active Playground Equipment	- Pupil concentration, commitment,	child in school time. - children to develop lifelong interest and participation in sporting activity. - children becoming more active at playtimes. - develop and continue to use playground leaders to lead active playtimes for children













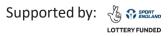


Percentage of total allocation:
E7220 = 40%
Sustainability and suggested
next steps:
•
- School staff better
equipped/more confident to
teach PE in school
- Monitoring use of schemes
and whole school PE
coverage
Staff are provided with a bank of resources/lesson ideas to use
n different areas of the
curriculum for years to come
Google drive).
Support from Easington SSP will
continue for the next academic
ear.
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- use of pupil voice to understand children's needs.		

Key indicator 3: Increased confidence	e, knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation:
				£592 = 3%
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:
- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	-Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. -PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning. -Classes rotated to ensure all teachers benefit from coaches expertise -Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. -Promote Google Drive resources to staff members -staff CPD by subject lead to increase knowledge and understanding of PE curriculum	previous year's	Increased staff knowledge and understanding - All teachers able to more confidently plan, teach and assess National Curriculum PE - More confident and competent staff evidenced through feedback - Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Increased range of opportunities - The sharing of best practice between staff - A more inclusive curriculum which inspires and engages all pupils - Increased capacity and sustainability - Continued progression of all pupils during curriculum PE lessons. - Discussions inform us that pupils enjoy the variety of activities on offer	













			- wide variety of lesson	
			ideas/resources for staff to use.	
Key indicator 4: Broader experience of	a range of sports and activities offe	red to all pupils		Percentage of total allocation:
				£4137 = 23%
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			changed?:	
consolidate through practice:				
- Provide opportunities to take part in a	- Provide opportunities for children	Hired transport	- Increased pupil participation	- include equal opportunities for
diverse range of school sport through	with PP/FSM/EAL/SEN, the least	to competitions -	- Enhanced quality of delivery of	KS1, LKS2 and UKS2– in and out
extra-curricular clubs, competitions and	confident and the least active to	£3545		of school by organising
events/taster days/fun runs etc Providing additional links to	attend exciting, varied and a new		9 , ,	appropriate extra-curricular
Community Sports Clubs	range of activities through the school		,	clubs from SSP
- Children participate in	sport partnership Review extra-curricular activities	Cost of coaches	- Enhanced, extended, inclusive extra-curricular provision	- Staff are provided with a bank of resources/lesson ideas to use
festivals/tournaments held through SSP	through pupil voice	(see above)	- Improved behavior and attendance	•
School Games competitions	- To keep the children and adults		and reduction of low level disruption	
- Provide opportunities for all children to	up-to-date on the range of clubs		- Increased pupil awareness of	(Google drive).
challenge themselves through both intra	currently on offer (changeable		opportunities available in the	- increase the amount of extra
and inter school sport where the	throughout the year)		• •	curricular clubs.
children's motivation, competence and	- Children to attend the extra-		- improved physical, technical,	- use colour runs/festive runs,
confidence are at the centre of the	curricular clubs.		tactical and mental understanding of	dance days and activity days
competition and the focus is on the	- School to enter children into		= -	provided by SSP as part of the
process rather than the outcome.	sporting festivals/ competitions.		- Developed wider life skills which	'Gold Package' to give chn
-Target PP/FSM/EAL/SEN children to	- PP/FSM/SEN/EAL given priority		-	greater opportunities.
attend clubs/events	to competitions and after-school		communication, teamwork, fair play	- Ask children to evaluate their













clubsOrganise Fun Runs, taster days, Dance With Me days	and leadership Evidence includes - Curriculum map, Registers of participation, Extra- curricular data, student surveys	experiences.

Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
				£4137 = 23%
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:
 Provide opportunities for children to learn new skills/sports/activities Providing opportunities for children with SEND,PP,FSM, EAL, the least active and the least confident to attend 	coordinators to attend competitions	Cost of SSP (see last year's document) Cost of coaches (see above) Hired transport to competitions (see above)	- Sports day set up and enjoyed by pupils and parents/carers children attended inter-school competitions this year (all done within school) - more competitions entered to previous years more PP/FSM/SEN/EAL chn involved in invents. Evidence includes School Games Mark - Competition/ events calendar - Photos displayed at school	 Chn to have coaching before competitions – could be done by rearranging Curriculum map Continue to attend Partnership meetings Further widen opportunities for pupils to take part in competitive sporting events continue to hire coaches for taster days to introduce new sports/skills













Signed off by	
Head Teacher:	A Bell
Date:	20.7.23
Subject Leader:	A Brown
Date:	20.7.23











