

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 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 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. DfEencour ages 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	£ 4440
Total amount allocated for 2021/22	£ 17,130
How much (if any) do you intend to carry over from this total fund into 2022/23?	£O
Total amount allocated for 2022/23	£ 17,190
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,190

Swimming Data

Please report on your Swimming Data below.

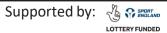
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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/A
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 breaststroke]? Please see note above	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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:	Date Updated:			
Key indicator 1: The engagement of <u>a</u>	Percentage of total allocation:				
primary school pupils undertake at le	primary school pupils undertake at least 30 minutes of physical activity a 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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	













 All children engage in and recognise the importance of regular physical activity for their mental and physical well-being. 	•Gym maintenance.	£750	 Promote a positive mindset for living a healthy lifestyle as a result of improved fitness. 	Replace equipment when required.
 A positive culture integrates physical activity into the school day through active travel to and from school, active playgrounds and active lessons. 	•Run lunchtime clubs (5 per week).	£6500	 Improved attitude towards learning improved leading to better concentration in lessons. 	Monitor & increase children's participation during lunch clubs.
engage with opportunities to practice developing key balancing skills	 Purchase balance bikes to develop core muscle strength and increase children's overall muscle tone & development 		 All children show increased engagement in learning to ride a bike resulting in improved balancing skills 	Consider designated timetabling to teach this skill.
Winter months & during wet weather.	 All children timetabled for Woodland school with appropriate kit and waterproofs to enable greater participation. Staff support Woodland School sessions in the afternoons (4 hours per week). 	£1500	 Sustained development of determination, endurance and perseverance; key skills underlying athletes 	Embedded activity as part of Physical aspect of Woodland curriculum
local association, working closely with Active Surrey to provide the children with a range of activities and courses.	 Continue to develop use of the outdoor learning environment for curriculum PE, extra-curricular 	£1190 (Subscription + training x 2 adults)	 Positive impact on behaviour (at lunch times) and learning in the afternoons through professional dialogue between teachers and TAs. 	Develop systems to monitor the amount of children participating in team activities during lunch times.
 Compete with other schools in the local association, working closely with Active Surrey to provide the children with a range of activities and courses. 	by schools in the GLP & Trust		 Increased numbers of children participating in sports clubs & increased numbers of children 	 Increase the number of in and out of school 'friendlies'.













active children to participate in a range of sports.	participating in sporting events and festivals.	











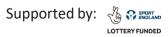


Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
Intent	lum la mantation		Immod	%
	Implementation	Г	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
 The profile of PE is high to ensure children are enthusiastic about PE and extra-curricular activities. 	 Inform parents of P.E & Games coverage and curriculum expectations via knowledge organiser document 			 Purchase noticeboard / trophy cabinets in reception area to ensure a visual reminder of the iportnace of sport
 Dedicated noticeboards in the school raise the profile of PE and sport for all visitors, children and parents. 	 Promote a wide variety of additional clubs and sporting activities. 	£150 sport leader time.	 Children share their own experiences of outside sports clubs in assemblies; boosting their self-esteem and confidence. 	
 The school environment reflects a strong mental and physical well- being. 	 Continue to make sure the display boards are updated. One member of staff to be responsible. 		 Noticeboard commented on during learning walks and when visitors are shown around. Increased numbers involved in 	
Positive sporting role models are used to inspire children.	 Create a list of role models to invite to talk in assembly. 		a range of sporting activities. • 'Bright Futures' talk through	
 Visits from role models/local sporting personalities enable pupils to identify with success and aspire to be a local sporting hero. 	 P.E. lead to add in link to mental and physical wellbeing to Medium Term Planning for each lesson. Children to be taught the link explicitly in each lesson. 	£150 staff time.	assembly inspire many of the children. • Children can articulate why sport is important for them and this has been included as a discussion in the PE planning for	 Ensure a sporting role model or a local sporting personality visits at least once a year for all children.













• Invite r	ole models/local sporting	each year group.	 Strengthen links with local
personal	ities into school to enable		schools and community sports
pupils to	identify with success and	 Children can identify different 	clubs.
aspire to	be a local sporting hero.	sports clubs and events within	
		the local community and discuss	
		their impact.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
 Planning of teaching and learning across KS1 enables staff to feel confident in delivering the NC. 			 Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. 	 Establish training for staff on use of equipment around the school.
 Staff are able to use the reviewed planning (with detailed coaching points) to confidently teach a range of sports. 	sessions.	£450 Starr time	 Subject leader more confident when undertaking lesson observations - able to provide effective feedback and lead discussions. 	 Staff work together/share good practice, leading to better confidence and more staff keen to get involved thus ensuring extra activities will
 Provide PE training for ECT's. Delivered as a whole group discussion, 1:1 shadowing support and sport specific coaching. 	 Staff are trained in the safe practice of equipment (particularly the apparatus equipment). 	=£450 x 3 terms)	 Skills, knowledge and understanding of pupils are increased significantly. 	continue and expand.

Key indicator 4: Broader experience of	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 and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Additional achievements: • All children across the school are provided with opportunities to experience a broad range of physical activities so they are both physically	 Purchase confederation membership which enables the children to enter a wide range of sporting events. 	£1750	 Each year group involved in extra-curricular activities and all teachers feel more confident teaching new activities. 	•To continue to target inactive children and those who lack opportunities outside school for extra sporting provision.
 To create further links with the local sporting and school community. 	 Ensure all events (competitive and festivals) run by the local sports confederation are entered, providing transport where required. 	£150 staff time	 Progress and achievement in curriculum P.E. are good. 	Develop systems to monitor the amount of children participating in clubs and teams.
To ensure that the PE planning covers a wide range of sports		£1200 equipment	 Increased number of pupils attending a range of sport clubs 	Increase the number of in and out of school 'friendlies'.
	 Collaborate with peers within the trust to implement new Sport/PE planning. 	£150		

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 and be able to do and about what they need to learn and to	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
participate in competitive events	 Purchase confederation membership which enables the children to enter a wide range of sporting events. 	As above	 Pupils really enjoy participating in sport, are very keen to take part and demonstrate a real desire to learn and improve. 	competitions as advertised by
	 Regular involvement for inter and intra-school competitions for all children. 	£450 staff time	Increased confidence and self- esteem for children.	
 A range of sports clubs on offer to inspire children to compete in a variety of activities within the local community. 	 Provide transport where necessary. 	£150 PE lead time	 The children have had many opportunities to participate in inter and intra school competitions, festivals and taster workshops. 	

Signed off by	
Head Teacher:	Darren Heatley
Date:	6.7.2023
Subject Leader:	Tom Holmes
Date:	6.7.2023
Governor:	
Date:	











