

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:

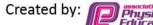
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
  pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

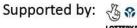
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.** 

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>.













## **Details with regard to funding** Please complete the table below.

Total amount carried over from 2021/22	£472.92
Total amount allocated for 2021/22	£16,912
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16, 920
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£16,700

## **Swimming Data**

Please report on your Swimming Data below.

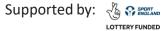
Meeting national curriculum requirements for swimming and water safety.	Data as of 11.07.23
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional 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 2022.  Please see note above	71% (12/17 children)
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	71% (12/17 children)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71% (12/17 children)
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: £16,920	Date Updated: July 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: 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:
To know the importance of engaging in regular physical activity	Sports after school clubs  Wellbeing walk  Resources to make playtime active	£2,470 £450 £929.98 =3,849.98	Pupils can now actively engage for at least 30 minutes more via a sporting club.  KS1 engagement 22/23 - 60%  KS2 engagement 22/23 - 76%  Wellbeing walk engagement 22%  KS1 "I like after school club because we have but not all the time because I don't win."  LKS2 "I really enjoy football and athletics. I would like to play cricket after school because my brother goes to a club and I would like to try it."  UKS2 "I really enjoyed practicing athletics for Town Sports."	













<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:
				2%
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:
To develop subject leader knowledge to begin to put physical education, school sport and physical activity at the heart of the school	Be a member of the Association for PE Develop Subject Leader knowledge of PESSPA	£285	J	To develop subject leader to implement plans by having a day at the beginning of each term to plan out activities. Funding to be increased next year













Key indicator 3: Increased confidence, knowledge and skills of all staff in t		eaching PE and s	sport	Percentage of total allocation:
				55%
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:
To upskill TAs in knowing how to support teachers in delivering the PE curriculum	Weekly CPD sessions alongside sports coach  Adapt planning with notes  Purchase resources necessary for staff to feel confident in delivering the curriculum	£9,230 £660.36 =8,070.36	Staff feel they are able to engage pupils	TA CPD to support SEN children in PE lessons and being able to adapt the session as required













Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 14%	
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:
To explore different active skills.	Fri am split sessions for children to experience different skills such as circus skills, team building activities and orienteering (Spring and Summer Term)	£2,415	where we work together as	A range of skill games purchased to be led by PE leads 23/24













Key indicator 5: Increased participat	ion in competitive sport			Percentage of total allocation:
				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:
To know how to compete in sporting events	To compete in sporting events at different schools	£712.72	Awarded 3 <sup>rd</sup> place for small schools in Town Sports	Engage with more sporting events
To develop resilience and sportsmanship in a range of situations	To compete in Town Sports against the other Congleton Primary Schools		Took part in more sporting competitions this year  Achieved Silver School Games	To be award silver Schools Games Mark To organise an intra-school
	To compete in sports day intra school competition			games competition each term
	To engage with the School's Games Programme			

Signed off by	
Head Teacher:	S. Beckett
Date:	10.07.23
Subject Leader:	I. Harley
Date:	10.07.23
Governor:	L. Johnson
Date:	11.07.23











