

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. 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 <u>under-spend from</u> 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	£0
Total amount allocated for 2021/22	£16890
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23 £16890	
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£16879

Swimming Data

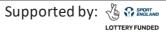
Please report on your Swimming Data below.

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.	All children have been made aware and practiced swimming and water safety whilst on their class trip to Trafford Water Park.
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?	88%
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	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88%
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?	Yes/No













	2 Year 6 pupils have taken part in an
ļi	ntensive swimming program in order
ļt	o ensure they are of a similar standar
t	to their peers.













Action Plan and Budget Tracking

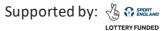
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: £16890	Date Updated:	12/7/23	
Key indicator 1: The engagement of a primary school pupils undertake at le			ficers guidelines recommend that	
Intent	Implementation		Impact	
Specialist coaches are used to teach the children in a range of varied sports, including rugby, street dance, tennis and hockey.	 Continued use of specialist coaches to work with children and staff across the school. 	£10,096	 Use of specialist coaches in school and selected after school clubs. 	 Continued investment in specialist coaches to enable teachers to be trained to deliver the PE curriculum.
 Maintain all equipment in order for all children to use safely. 	 Annual inspection of fixed and portable equipment. 	£45	 All equipment is fit for purpose and can be utilised by all children during physical activity. 	 Continued investment in equipment in order to preserve for use in future.
■ To further improve behavior and engagement during non-teacher supervised times of the day, by introducing sports leaders to lead games in the playground.	A group of Year 6 children were selected to lead playtime's games as well as collect and distribute equipment amongst the children. These children also helped create a display board in the school hall. The sports leaders were given badges and had their pictures displayed on the sports leader board. Also added to this board was the schedule of when equipment would be used and suggestions for what equipment and games that the student body would like to see implemented.		A huge uptake in sporting and athletic activity was noted during dinner times. Children from Reception up to Year 6 all engaged with the equipment that was used. We also noted that children from different age groups played together in a much calmer fashion. Older children became much more confident to model behavior and expectations through playground games.	 Half termly monitoring, including regular meetings with play leaders. Year 5 children to begin working alongside Year 6 play leaders in summer term, in preparation for beginning their roles in the new school year.













 To increase uptake in extracurricular activity by offering a range of half termly after school clubs, throughout all key stages. 	 A different club was run each Monday or Tuesday after school, each half term. Sessions were coached by the Edstart coaches. 	Cost of club inc. in £10,096 A bigger range of children from Reception to Year 6 took part in the ASc. Each session saw all 20-25 spaces filled, resulting in 100-125 children taking part throughout the year.	 Continued investment in Edstart coaches to facilitate the wide ranging sports ASc.
	A being raised across the school as a to	pol for whole school improvement	
Intent ■ Keep the profile of PE high across the school through new and improved school website to promote achievements across school. Specialist and devoted page created solely for the celebration of children's sporting achievements within school and out of school.	 Website revamped by PE lead, complete rebuild. Teachers are now given real time access to website editing and can update regularly. PE subject lead created a "Sporting Superstars" page to share achievements of pupils. 	N/A Children and families engaged with P.E. news, enjoying looking at their own and the achievements of their friends and seeing photos of the children taking part in different events at different schools. Children love the reatime aspect of seeing their achievements, the fact that their achievements can be on the website on the same day that they bring in their trophies and certificates.	number of children accessing competitions and the level of achievement. Continue to keep the profile of sport high through assemblies, lessons, website, etc. Also seeing an increase in numbers of children taking part in extracurricular activities, so
 To further improve behaviour and engagement during non-teacher supervised times of the day, by introducing sports leaders to lead games in the playground. 	1	Small cost of badges A huge uptake in sporting and athletic activity was noted during dinner times. Children from Reception up to Year 6 a engaged with the equipment that was used. We also noted that children from different age groups played together in a much calmer fashion. Older children became much more confident to model behavior	including regular meetings with play leaders. Year 5 children to begin working alongside Year 6 play leaders in summer term, in preparation for beginning their roles in the new school













was the schedule of when equipment would be used and suggestions for what equipment and games that the student body would like to see implemented.	and expectations through playground games.	
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Yey indicator 3: Increased confidence,	knowledge and skills of all staff in to	eaching PE and sp		
	·	Γ	Impact	
 Specialist coaches used to teach the children in a range of varied sports, including rugby, street dance, tennis and hockey. 	 Continued use of specialist coaches to work with children and staff across the school. 	£10,096	 Use of specialist coaches in school and selected after school clubs. 	 Continued investment in specialist coaches to enable teachers to be trained to deliver the PE curriculum.
 To increase TAs knowledge, confidence and ability when taking part in a P.E. session. Helping to develop TAs CPD. 	 Use of TAs to work alongside specialist coaches, gaining a greater understanding of delivering and running P.E. sessions with a teacher. 	£6283	Staff have a greater confidence when taking part in P.E. sessions and are confident to lead small groups and intervene throughout sessions.	 Continued investment in specialist coaches to allow TAs to work alongside and learn new and different approaches to teaching P.I
ey indicator 4: Broader experience of		ered to all pupils		
Intent	Implementation		Impact	
 To further develop the range of sports and activities that are offered to the children in the PE curriculum. 	 Continue to develop a broad curriculum and extra-curricular timetable. 	No cost	Increased uptake of sports club.	 Continue to have termly briefings with sports coaches.
 To increase uptake in extracurricular activity by offering a range of half termly after school 	 A different club was run each Monday or Tuesday after school, each half term. Sessions were 	Cost of club inc. in £10,096	 A bigger range of children from Reception to Year 6 took part in the ASc. Each session saw all 20-25 spaces 	 Continued investment i Edstart coaches to facilitate the wide ranging sports ASc.













clubs, throughout all key stages.	coached by the Edstart coaches.	filled, resulting in 100-125 children taking part throughout the year.

Intent	Implementation		Impact	
 Access to Competitions organised by BJSSA. 	 BJSSA dodgeball, hockey and athletics tournaments attended. 	£10	 Increased participation in events. All children in Class 4 given opportunity to take part in 	 Continued input of sports funding premium to allow all children to access sporting events.
Increase physical activity with Class 4 taking part in a Bury school's dance festival.	 Transport to and from the Castle Leisure Centre, Bury. Children also spent the spring term, taking part in regular afterschool workshops, to learn the songs and movements. 	£125	the dance festival, allowing access to physical style activities throughout the festival. Engagement with the afterschool workshop was high, with most Year 5 and 6 children taking part.	 Children able to choose to join in with a range with the physical activities, which they would not usually be able to take part.

Signed off by	
Head Teacher:	G. Woodward
Date:	18/7/23
Subject Leader:	R. Butt
Date:	12/7/23













Governor:	C. Boardman
Date:	18/7/23











