

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 funding to make additional and sustainable improvements use the of Physical Education, Sport Physical Activity (PESSPA) School and the quality they offer. This means that you should use the Primary PE and sport premium to:

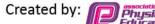
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
 pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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	£0
Total amount allocated for 2021/22	£17,200
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,200
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,200

Swimming Data

Please report on your Swimming Data below.

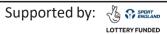
Meeting national curriculum requirements for swimming and water safety.	N/A
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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	N/A
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?	N/A















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: £17,200	Date Updated:		
Key indicator 1: The engagement of a primary school pupils undertake at least	Percentage of total allocation spent: 60%			
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 Spent:£10 ,274.02	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure all children participate in daily activity to improve concentration throughout the school day Encourage children who are less active and who have low self-esteem to participate in sport	 PE lead to continue to embed the Daily Mile to raise the profile within the school. PE lead to organise timings for each class to participate in daily mile on playground with teachers. Ensure this is up and running by the end of Autumn 1. When daily mile is not suitable (weather conditions), teachers to use the PE scheme, 'GetSet4PE', short 10 minute indoor active sessions that can be used instead of the Daily Mile if the weather conditions do not permit. PE lead to email the link to this section of the website. Ensure teachers are confident with the Get Set 4 PE scheme and navigating the platform. PE lead to model delivery of Get set for PE to enhance teaching and learning. PE Lead to reintroducing Boccia 		 Children are able to run a longer distance or complete the mile in a shorter time over the course of the year. demonstrating improved levels of fitness. Children participating in Boccia speak positively about the game demonstrating raised self-esteem. With structured games at play times and lunch times, teachers report that children come back in from playtimes more focused and ready to learn children participate in these and enjoy them. Playtime pals supporting these games are more empowered as leaders of the school. Gross motor skills are improved for children who receive extra PE interventions 	Continue to plan the daily mile into the timetabled day. Provide further training to widen the bank of structured games that can be played at playtimes. Continue to offer opportunities for families to take part in different sporting activities. E.g. rounders tournament after school.













Club at lunch time. Keep a record from sports coaches. £800 on staffing of children participating for Parent voice has shown that monitoring impact and train to key they are keen for the assistant teachers to run the club additional PF sessions and for the rest of the week. experiences to continue. Teachers to provide PE lead with Parent voice has shown that list of new children who they the active families club 'Fitness would like to see join in with Friday' has had a positive Boccia club. impact to the start of the day. AT's to ensure playtime activities Parents have made contact remain high quality and a variety about engaging in aerobic of games are available for children classes over the summer. (Getset4PE) and follow the playground policy plan. PE lead to use AT meeting to train them on playground games using 'PE playground games resource folder.' Playtime pals to assist AT's running these outside games (e.g. getting out and putting away activities). Expectations to be gone through with these children by the class teacher. £400 on resources HLTA's to devise timetable of lunch time games with ATs. HLTA's to source activities needed. Resources to be purchased to assist AT's with lunch time games. PE lead to liaise with ATs to discuss equipment needs and place order. £2,000 on staffing PE lead to gain list from teachers of children who would benefit from extra PE interventions (gross motor, team work etc). Sports coach will then deliver extra sessions as part of early morning intervention between 08:50-09:00. PE lead to monitor the impact of said interventions and ensure these are of high-quality. £500 on staffing PE lead to target groups of children and their parents and set













Key indicator 2: The profile of PESSPA	therapy programme in Reception • PE coach to lead PE sessions developing knowledge for teachers knowledge and skills in Get Set for PE and other sporting activities e.g. team games.	£585 on staffing £2054.02 on staffing	ool improvement	Percentage of total allocation spent:
				9%
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 Spent: £1539.40	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:











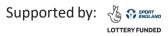


Raising the profile of PE for all children with	 Teachers to continue to ensure the 		 Pupil voice demonstrates 	Continue to embed mindfulness
a focus on mindfulness and improving	LO and success criteria for their PE	£	children are able to articulate	activities timetabled as a routine
mental health and wellbeing	lesson is written on PE board in		the PE skill and learning they	part of the school day.
	hall and shared with children.		are practicing.	puit of the serious day.
	 Teachers to ensure trainers and PE 			Continue to offer a range of
	attire is worn when teaching any		in mindfulness activities 3	
	PE lesson.		times per week and children	sports experiences e.g. different
	 Around the World Assembly to 		and teachers have reported	types of dance and sport which
	celebrate National Sports Week 1-		children feel more ready for	children may not otherwise
	7th May 2023 (led by PE lead)		learning.	have the opportunity to take
	Sportsperson/athlete come into		Children have experienced a	part in.
	school to inspire the children to		range of sports this year and	
	do their best in sports (Jake		have felt inspired to take this	
	Wightman – contacted Chelsea).		up outside of school e.g.,	
	 Paralympian's and sportspeople 		cricket and aerobics.	
	from protected characteristics to	£589		
	be invited to school to do an			
	assembly to encourage			
	participation in sport no matter			
	what your ability/background.			
	 During Time to Shine assembly, 			
	outside sports achievements (WFIS			
	has talent) to be shared and	£600		
	celebrated – link to daily mile.			
	 Daily mile achievements to be 			
	shared in the newsletter so that it			
	is of a high profile and parents are			
	aware it is happening.			
	PE lead and PSHE lead to organise			
	Minfulness minis.			
	Teachers to evidence once a half	£350		
	term in topic books to show the	1550		
	new curriculum coverage. This			
	should be a photo/QR code and a			
	context sticker about what they			
	have been learning that half term.			
	PE lead to email teachers at the			
	start of Autumn 1 to highlight this.			
	 PE lead to ensure the PE display 			
	board is kept up to date with			
	pictures and achievements			
	 Continue to offer a wide range of 			
	after school sports clubs	<u> </u>		













Key indicator 3: Increased confidence	e, knowledge and skills of all staff in t	eaching PE and s	sport	Percentage of total allocation spent: 5%
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	Make sure your actions to achieve are linked to your intentions:	Funding Spent £950	Evidence of impact: what do pupils now know and what What can they now do? What has changed?:	Sustainability and suggested next steps: To utilise the expertise of outside PE specialists e.g. tennis coaches, cricket coaches, gym coaches.
consolidate through practice: Improved quality of children's physical education in KS1 to ensure they are confident and competent	 Continue with PE scheme subscription (GetSet4PE) continue to support staff in how to use the scheme and best practice in teaching lessons. Train teachers in how to use the assessment section of the scheme. PE lead to ensure all T's observation forms are collected before October half term. PE lead to attend CPD courses each term through Get Set 4 PE. 	£	PE lessons using the scheme lessons. PE observations have shown secure subject	To use SLT support to monitor the impact further of PE games at lunchtime. Provide further training to develop a wider bank of games
	PE lead will then feedback any important training points to class teachers.	£600	when Children are engaged in PE activities playtimes are more structured and children report that they enjoy the structured games.	













Key indicator 4: Broader experience o		£350		Percentage of total allocation spent: 22%
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: Continue to develop our range of clubs and opportunities across the school. Purchase further resources to support do routidor learning (as outlined in the school development plan). Purchase further resources to support Forest School provision. Office team/PE lead to keep records of children's attendance to clubs. Pupil Premium supported to access after school clubs through free places. Children with SEND to be targeted to increase the number attending. Purchase a range of resources to support clubs provision relating to PE opportunities. Ensure a variety of workshops – including mental wellbeing workshops - occur throughout the year to further enhance the curriculum. PE lead to arrange a Yoga workshop for children to participate in to experience different forms of exercise PE lead to liaise with a tennis coach or local tennis company to provide taster sessions and workshops (Io racket sports qualified) PE lead to liaise with Dance schools to arrange dance workshop from a range of cultures. Purchase and introduce Moki's – activity tacker	 Children experience Forest School for one term each year (weekly). Observations show their confidence, resilience and cooperation/team work develops over the term. Children's fitness and co- ordination levels are improved as a result of physical after school clubs. Pupil and parent voice has demonstrated that they have enjoyed the wide range of workshops on offer this year. Pupil and parent voice has shown children have learnt new skills and been exposed to new sports that aren't on the curriculum. Pupil voice for Year 2 children. demonstrates that children have a greater understanding of monitoring their fitness levels in relation to number of steps as a result of the Moki fitness watches. All year groups have taken part in yoga and children are able to perform yoga positions. Photos are displayed on the PE board.
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	https://moki.health/ to encourage physical activity in school, introduce class competitions and routines for using the trackers.	£476.40 £1260 for a class pack		
Key indicator 5: Increased participati	on in competitive sport			Percentage of total allocation spent:
				4%
Intent	Implementatio	n	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	Spent: £680	pupils now know and what	next steps:
and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	











A wider range of children participate in competitions (different children + more competition)	 PE lead to attend half termly PE lead meetings to identify suitable competitions for KS1 children to participate in. The PE lead will contact local primary schools to arrange sporting competitions throughout the year School to attend Epsom and Ewell dance festival 	 All children who have taken part in cross school PE festivals or competitions have been happy to do so and have participated confidently. Children demonstrated increased fitness levels and learnt new dance skills. Children were confident in performing the movements. Continue to embed and seek further opportunity for cross school inter competitions at KS1 level.
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Signed off by	
Head Teacher:	Katie Muir
Date:	13.07.2023
Subject Leader:	Danny Cliffe
Date:	13.07.2023
Governor:	Alice Feldwick
Date:	July 2023











