

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 the5keyindicatorsacrosswhichschoolsshoulddemonstrate 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.

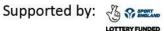
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£19, 120
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£0

## **Swimming Data**

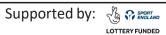
Please report on your Swimming Data below.

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?	52 %
<b>N.B.</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	52 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	52 %
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**

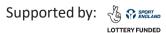
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Year: 2022/23 Total fund allocated: £19,120 Date Updated:				
<b>Key indicator 1:</b> The engagement of a primary school pupils undertake at le	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:	
To raise the profile of PE and PA across the school. Ensure that children are engaging in a range of physical activity. Making PE a pleasurable experience for all. All children accessing 2hrs of PE across the week	<ul> <li>Attending festivals and competitions regularly with a range of children.</li> <li>More inter-house competitions for KS1</li> <li>celebrating PE success in assembly and newsletters</li> <li>Regular movement breaks/dailymile</li> <li>variety of clubs provided</li> <li>starting a new football league- girls and boys</li> <li>target less active groups for clubs e.g. PPG</li> <li>coaches available to upskill CTs.</li> <li>Agreed scheme of work with the use of the MSSP lesson ideas</li> <li>MSSP subscription</li> </ul>	£	<ul> <li>Children are signing up to extra curricular activities.</li> <li>Children reflect on experiences for write up in the newsletters</li> <li>Children are more physically active during playtimes</li> <li>Play leaders running events for KS1, EYFS and LKS2 and sharing new knowledge</li> <li>children more focused in class</li> <li>Range of children including with SEND, PP and EAL attending various competitions/ festivals</li> </ul>	Get more special visitors- successful athletes/ sports people in to inspire the children.  Children should be practicing a new topic/ focus each half term	
<b>Key indicator 2:</b> The profile of PESSPA	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:
All children to understand the importance of PA for a healthy lifestyle. Children to understand the importance of a warm up and cool down. Celebrate success in physical activity/sport each month.	<ul> <li>Cross curricular Links to PSHE/DT healthy lifestyles/ diets</li> <li>Share key knowledge during inputs</li> <li>regular discussions about how the body changes during PE sessions</li> <li>children taking ownership by leading warm ups/ stretches</li> <li>assessment opportunities</li> <li>coaches available to upskill CTs and children</li> <li>use of the MSSP lesson ideas</li> <li>sports awards given during achievement assemblies</li> </ul>		<ul> <li>evidence of cross-curricular learning in journals</li> <li>children are able to discuss changes to their bodies confidently and discuss benefits on their health</li> <li>children competent at leading activities including inter house competitions across EYFS, KS1, LKS2</li> <li>children recognised on school newsletters / twitter page for their sporting achievements and events at the school or local Merton competitions</li> <li>Children understand that respect is part of playing sports</li> </ul>	<ul> <li>Introduce sports man/ woman of the month where children receive certificates for their ongoing hard work.</li> <li>Next academic year, to run a range of after school sports clubs (both staff and local clubs).</li> <li>Continue with movement regular breaks in class time</li> </ul>

Key indicator 3: Increased confidence	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:













Increase staff confidence, knowledge and skills in a range of sports and PA.  Ensuring that teachers have worked alongside a professional coach to develop their understanding and confidence of various sports.	<ul> <li>staff audits to baseline at the beginning of each term</li> <li>mentoring/ team teaching with experienced coaches from MSSP</li> <li>team teaching alongside colleagues who are more confident</li> <li>time for observing good practice</li> <li>staff meetings led by EC/ experts for CPD</li> <li>ECT training /CT extra training/ courses</li> </ul>	£	Staff able to team teach alongside experts with confidence and complete a strong sequence of lessons staff audit scores improved for confidence in a range of sporting skills staff able to reflect on strengths and weaknesses of lessons staff implementing new strategies to engage all children staff providing feedback on courses that were attended and sharing new knowledge with their colleagues. staff audit shows staff's areas for development which can now be targeted through team teaching and staff training	needs.  Organise more lesson observations/ team teaching of high quality PE sessions  Run a CPD during a staff meeting.  Send more staff on training courses  Introduce new assessment format
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils	I	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:













Ensuring that the curriculum map gives children the opportunity to participate in a range of sports  Enter and compete in a range of competitions – cluster, borough and development	<ul> <li>Curriculum map for each term linked with upcoming competitions.</li> <li>Ensuring that there is quality equipment provided for the children to get the</li> </ul>	Positive feedback from both staff and children about the range of physical activity opportunities available.  Continue to adapt the curriculum map to ensure each year group experiences a range of new activities and sports each half term.  Children are more engaged with
and development  Targeted clubs for children who do not regularly take up a sport.  Ensure that we have high quality equipment to be able to teach a range of sports.	for the children to get the best out of the sport.  Release time for PE coordinator.  Range of lunch time and after school clubs available  Ordered equipment needed to teach our curriculum effectively  Agreed scheme of work and the use of the MSSP lesson ideas	Continue to provide a range of physical activity due to the range of sports available at lunch time.  Staff are confident to adapt lessons with a range of resources/equipment they have available to deliver a varied and rich curriculum.  In summer term, book coaches, swimming for next academic year.  Encourage staff to run physical activity after school clubs  Continue to provide a range of physical activities that engage all during play times.  In summer term, book coaches, swimming for next academic year.  Encourage staff to run physical activity after school clubs  Continue to enter a range of competitions - both cluster, development and borough.

<b>Key indicator 5:</b> Increased participation	Percentage of total allocation:			
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	_	Evidence of impact: what do pupils now know and what	Sustainability and suggested 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?:	
Enter and compete in a range of competitions – cluster, borough and development  Ensure there are half termly Year group inter house competitions.  Run a range of varied sports day events and SEN inclusive activities  New Yr 6 girls and boys football	MSSP subscription  Ensure that where possible different children are taken to each competition  Equipment purchased to ensure all children have an equal chance to engage in sport	£	and children about the competitions/festivals their children/ themselves have been part of.  Inclusive with our selection for the regular competitions/festivals. A wider range of children and	Adapt school house teams to ensure equal numbers in each house group.  Raise the profile of interhouse competitions at the end of each unit of work.  Enter as many cluster and borough competitions and
leagues entered.	Enter both single and mixed gender events Yearly Sports day EYFS, KS1 and			festivals next academic year.
	KS2 and the ARP held with parents able to attend and support.  Earning REFSPECT awards at events.		school newsletter contains pictures and information about sporting events at the school or local Merton competitions.	
			Sporting activities highlighted and celebrated on twitter.  Yr 6 boys leagues finished 2 <sup>nd</sup> place in the league and the girls finished 3 <sup>rd</sup> place.	

Signed off by							
Head Teacher:							
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Date:	
Subject Leader:	Eleanor Cahill
Date:	22.08.2023
Governor:	
Date:	











