

Details with regard to funding

Please complete the table below.

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|--|---------|
| Total amount carried over from 2022/23 | £0 |
| Total amount allocated for 2023/24 | £17,719 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount allocated for 2023/24 | £17,719 |
| Total amount of funding for 2023/24 to be reported on by 31st July 2024 | £17,719 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. 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.</p> <p>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</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2023.</p> <p>Please see note above</p> | % |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | % |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | % |
| <p>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?</p> | Yes/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: 2023/24 | | Date: 7.9.23 Review of impact: July 2024 | | |
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| Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 55% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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: |
| <ol style="list-style-type: none"> Increase staff subject knowledge and increase skill level at teaching Physical Education. Lesson monitoring provided by PSD each half term on the focus sport/skill for the half term. PE curriculum and assessment to be re-developed in-line with partnership with other schools PE Subject leads in each school to be given time each term to work on curriculum and monitoring | <p>Each class to have one PE lesson taught by PSD Sports coaches. This lesson to be 'team taught' with the class teacher, with the goal of 'upskilling' the class teacher and increasing subject knowledge.</p> <p>Monitoring to show a clear skills progression throughout school.</p> <p>Subject leader assessment feeds directly into subject improvement.</p> <p>Access 1-2-1 curriculum support and/or staff inset with a specialist PE teacher</p> <p>Timetabled curriculum planning and monitoring for subject leads</p> | £9,841 | | |

Created by:



Supported by:



| Key indicator 2: The engagement of all 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: 25% |
|--|---|--------------------|---|--|
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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: |
| <ol style="list-style-type: none"> 1. Targeted physical activities provided to encourage least active children to become engaged and involved. 2. Encourage active play during break times and lunchtimes. All children have a minimum of 30 minutes of outdoor play during lunchtime with, and 15 minutes of outdoor play throughout the day with a choice of sporting activities. School to ensure children are active for as long as possible during this time. 3. Encourage attendance at sports clubs and activities by offering a variety of sports. 4. Ensure pupils participate in primary school swimming to meet requirements of NC by end of KS2. 5. House Captains to organise and encourage house sporting activities during lunchtimes. | <p>Continue with timetabled sporting activities for each year group, each day.</p> <p>A range of teaching and support staff are available at break and lunchtimes to lead activities.</p> <p>Continue with after-school sports clubs in a variety of sports.</p> <p>Build swimming skills by linking with local swimming pools for direct instruction and lesson offers.</p> <p>Summer-term intra-school competitions led by children and monitored by staff.</p> | £4525 | | |

| Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 7% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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: |
| <ol style="list-style-type: none"> 1. Raise the participation in physical activity during the school day. 2. Raise the profile of Physical Education in school. 3. More children involved in more interschool and intra-year competitions 4. To raise aspirations and celebrate pupil's achievements through their participation and success in school and borough events 5. To ensure a broad and balanced curriculum of Physical Education is being offered to all students with cross curricular links 6. To host events in school which | <p>Boxes of equipment available for children to use at playtimes and lunchtimes which are refreshed at regular intervals.</p> <p>PSD coaches used to engage children in physical activity during lunchtime breaks and to offer after school clubs.</p> <p>Continue to promote to parents and the local community through newsletters, invitations to achievement assemblies, letters home and on the school website/class dojo</p> <p>Updated Learning journeys showing a clear pathway from EYFS, KS1 to KS2.</p> <p>Whole school Sports Day to run in July. Encouraging parents to participate in parent races, promoting</p> | £1320 | | |

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| raise the profile of physical education and give children the chance to exhibit their progress | parent engagement. | | | |
| Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils | | | | Percentage of total allocation: 7% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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: |
| <ol style="list-style-type: none"> 1. After school clubs providing a range of activities for all ages. 2. Engage and work with outreach programmes offered within the local community 3. Engagement with local schools to create inter-school competition 4. Ensure children who wouldn't be | <p>Planned provision of afterschool sports clubs.</p> <p>Specific age groups for clubs so children work at an achievable level.</p> <p>Children to access activities such as climbing and volleyball from skilled instructors</p> | £1215 | | |

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| able to attend due to different circumstances can attend activities | <p>Provide Bikeability to enable participation in cycling.</p> <p>Create links for future sport fixtures with partner schools and local private school.</p> <p>Internal clubs to be offered free of charge to disadvantaged children to allow better development.</p> | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 5% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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: |
| <ol style="list-style-type: none"> To further develop our school values (Peace, Endurance, Thankfulness, Compassion, Trust, Humility) in pupils through healthy, meaningful inter- school competition. To have a feeling of pride and unity when representing the | <p>Increase participation in external competitions by entering at least 1 sporting activity per half term to allow for increased participation in a range of sports.</p> <p>Specialist coaches to be used to promote and increase levels of competition and skills.</p> | £810 | | |

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| school at sporting events. | Work with other local schools to create mini tournaments to effectively share resources. Transport opportunities to be discussed with a local private school as part of their outreach. | | | |
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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |