

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 judgement, 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 offers
- 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 <a href="https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools">https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools</a> for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. 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.

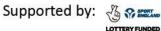
Schools are required to publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

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 31 July 2023.













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

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£19,070
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£18,850
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 18,850

## **Swimming Data**

Please report on your Swimming Data below.

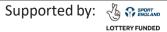
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances priority 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 2023.  Please see note above	37%
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	37%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	31%
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.

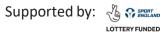
Academic Year: 2023/24	Total fund allocated:	Date Updated:		
Key indicator 1: Increase confidence,	Percentage of total allocation:			
				32%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate 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:
☐ Survey all pupils to establish levels of activity per week. (Target 60 mins per day over 7 days)  Identify and target least active pupils in lessons and for sporting events and clubs.	Staff are to identify least active pupils and ensure they are offered arrange of sporting clubs and sporting trips/events to attend.	Sports Coaches £4,000	Survey of pupils found some achieve on average over 60 minutes per day but lots do not therefore these 'under active' pupils were targeted for clubs, sporting festivals and playtime activities to promote and develop their time being active.	Continue to use our Y6 Sports Leaders to lead activities at play and lunchtimes. Sports Leaders to lead intra school competitions/challenges.  Provide even more activities for games for staff to deliver during
Pupils should to be able to regularly take part in a wide variety of different sports through clubs and groups.	Provide an experienced and qualified Sports Coach at lunch time to deliver and organise high quality	New P.E. equipment £1,500	The range of PE clubs means that a higher proportion of children are taking part in additional sport through school sport clubs after	playtime and lunchtime to encourage active play.  Sports coaches in dance and
All children to be active during P.E. lessons and to have access to equipment to help them be even more active in lessons.  Children to receive two PE lessons per week from different sports coaches/teacher plus 20 minutes	sports and games for the pupils:  P.E. Leader to liaise with staff and assess the Complete P.E. curriculum and purchase necessary equipment.  PE coordinator/Sports coaches to	OPAL/ playground resources £200	school and at lunchtime e.g. dance coach at lunchtimes, gymnastics after school clubs, multi sports clubs and a dance performance at the Arc theatre.  Children are now more active during P.E. lessons as there is more	gymnastics to continue to offer professional development and run in school clubs across a range of year groups.  To continue our OPAL provision and develop even more opportunities for active play.
additional fitness activity within class teacher.	organise a timetable for Personal challenge. MGFA to take groups of children to the MUGA for sports.	After school	equipment to use.  Pupil Voice states children are	Personal Challenges to be set e.g. skipping, speed stack for children to develop their skills and















Complete P.E. to be used to promote and happier with more equipment as competitive nature at club coaches they are able to partake for longer in play/lunchtimes. teach a range of sports in a sequential Daily 10 – 15 minutes sessions £500 within class to promote fitness and lessons and they are not waiting order wellbeing. around for equipment. The OPAL sports box and Weekly homework to promote physical activities to include a greater Homework to include regular A range of sports including football. ranger of activities for children to activity at home. physical activity tasks and school skipping, throwing and catching play with. website to promote and offer advice Extra-curricular opportunities offered to and basketball have been introduced on being active outside school time. all year groups Year 1-6 across the year. at play and lunchtimes to engage To further develop the promotion more children and to ensure more active playtimes. of local sports clubs to parents Coaches timetabled to lead sports at and children via 'taster sessions' lunchtime. (Autumn Term) Sports leaders to attend training with SSP. and School Comms promotion. Sports leaders have helped run the 'Olympic athlete' sponsorship event OPAL training for staff within school. Sports leaders trained to lead personal Find a range of home sporting challenges at playtimes/lunchtimes. activities our children/families can OPAL implemented at Sports leaders have led sessions at play/lunchtimes. playtimes and lunchtimes to engage in easily and support PE Leader to liaise with OPAL leader promote physical activity allowing families to implement these. to create a range of physical activities more children to be active at these for paly and lunch times. times. Sports Leaders run play and A range of 'taster' sessions have lunchtime activity sessions with small Regular activities for home and been arranged in minority sports groups of pupils. information on outside school sports e.g. cricket and golf to give children the opportunity to experience a clubs sent to parents range of sports and the sports have Promote physical activity at home. all promoted clubs/events outside of school to support parents. OPAL/PE Leader have developed further the physical aspect of playtimes by introducing a greater range of games and having a specific area and equipment box for sporting games. Homework has included recommended physical challenges for the children to attempt at home.













These have been designed to be easy to complete at home an offer a range of challenge, activity to engage a

			range of pupils.	
Key indicator 2: The engagement of al	l pupils in regular physical activity – Chi	ef Medical Office	rs' guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at leas	t 30 minutes of physical activity a day in	n school		29%
Intent	Implementation		Impact	
Your school focus should be clear on	Make sure your actions to achieve	Funding	Evidence of impact:	Sustainability and suggested
what you want the pupils to know	are linked to your intentions:	allocated:	What do pupils now know	next steps:
and be able to do. What do they	are mines to year internet		and what can they now do?	
need to learn and to consolidate			What has changed?	
through practice:			Wilat lias changeu:	
_ :	Purchase bespoke OLPS t-shirts, shorts		New OLPS sports kit has been	Promote P.E. by having local
	and weatherproof tops for out of school	£2,000	chosen through pupil voice and be in	
are to be given new OLPS P.E. kit for	activities.		use for the 2023/24 academic year.	
any physical activity outside school.				To have even more 'taster'
	During PE sessions introduce 'My	My Personal	Children who represent the school	sessions for children to try new
1	Personal Best' from Complete PE	Best cards £75	have worn OLPS kit and pupil	sports.
personal skills too. 'My Personal Best'	planning		feedback is very positive as they	T 1 114 P 1 P 1
	Children one to meet and newtake with		state they feel 'proper athletes' 'part	To embed My Personal Best' and have all children successful in
	Children are to meet and partake with role models from various sports during	£ 3,500	of the Oxbridge team' and that they feel more confident wearing school	P.E. lessons.
	assemblies/special sporting days.		kit.	1 .L. lessons.
Range of inter and intra competitions,	assembles, special sporting days.			For more children to have access
	School to enter as many competitions as			to a range of sporting
	possible to raise the profile and		out throughout the 2023/24 academic	
	enjoyment of sport in school		year as there was a delay getting	
participation both within the school and			resources cards from Youth Sport	
	All sporting abilities to have access to		Trust.	
	sporting festivals or events to help raise			
	the profile of sport in school.		School/pupils have taken part in 32	
school assemblies and social media.	All sporting events to be celebrated in		sporting competitions/festivals or taster sessions this past year raising	
	school and school to report the		the profile of physical activity and	
across school and discussed at the start of			the joy of sport. Children have	
	school website.		gained certificates and medals and	













focus).

P.E. Newsletter to inform and promote the P.E. to the wider school community.

Regular P.E. activities sent to parents to help children and parents access physical activity at home and outside school.

have felt proud of their achievements. Children have competed and also used the 6 Schools Games Values and Y3 have won a trophy for Respect at a recent sporting festival.

Sporting festivals have aided fine and gross motor skill development.

All P.E. events, competitions and festivals have been displayed in the main school hall and shared on social media to families. All sports teams get a 'special' mention in whole school assembly to promote physical activity and to inspire others.

P.E. newsletters are posted on the school website to promote physical activity and inform parents of participation in physical activity.

School Games Values have been promoted each half term to ensure that not just physical skills but thinking skills, social skills and personal skills are also promoted allowing all children to be successful in P.E. This has enabled the development of life skills that are transferred to other curriculum areas, wider school and beyond.

School Sports Day has been reintroduced following COVID and all children got a medal and each class had a separate winner for each of the 6 School Games Values receiving a trophy and certificate. Children reported they loved the Sports Day











and many commented on the fact they could be successful without having to win.
Lucy Turner GB heptathlete visited school as part of a fundraiser and to promote physical activity. School raised £1900 towards new PE equipment and this gave P.E. a very high profile for a month.  The 5 sporting activities were set as part of homework and P.E. lessons.
Parents have been forwarded all sporting club/out of school activities we have received from outside agencies to help promote and allow them access a range of sporting activities outside of school.

<b>Key indicator 3:</b> The profile of PE and	sport is raised across the school as	a tool for whole s	chool improvement	Percentage of total allocation:
				9%
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:













Lunchtime staff to be given CPD on playground activities.  Sports Leaders to receive and then lead training to set up small group physical activities at play and lunchtimes.  Professional sports coaches to deliver CPD to all teachers in gymnastics and dance via weekly P.E. lessons.		£1,000	Monitoring of P.E. lessons show high quality of teaching from teachers and sports coaches. Pupils make good progress and are confident in showing and discussing sporting skills.  Teachers are using the 6 School Games marks to ensure all children have success in P.E. lessons which has given many of the least active children more confident to partake in P.E. sessions.  Gymnastics and Dance coaches	training for new/existing staff starting in September 23.
P.E. leader to keep staff up to date with latest P.E. protocol and resources.  Staff to have access to a range of CPD courses run by SSSP.  Staff to have access to all equipment	PE leader promotes PE to staff in staff meetings and keep staff updated on latest resources/evidence and theory.  All staff to have to have the opportunity to access PE CPD throughout the year.  PE leader to audit resources and		continue to support and develop teachers person skills in these areas helping them teach higher quality lessons across all P.E. curriculum subjects.  P.E. CPD has been offered to staff as it has become available and the P.E. leader has attended courses and fed back information and resources to all staff in staff meetings.	need.  Sports coaches to deliver further after school clubs allowing staff to co-teach therefore developing their personal skills.  Provide a range of resources to allow teachers to have short 'brain break' type sessions in class that get children active throughout the
needed to teach high quality, motivating and inclusive PE sessions.	purchase equipment to allow full participation in PE lessons for all children.		Further equipment has been purchased to ensure children are able to be active for longer in lessons and to allow teachers to demonstrate how to use equipment to pupils.	











<b>Key indicator 4:</b> Broader experience of	f a range of sports and physical activi	ties offered to all	pupils	Percentage of total allocation: 10%
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:











There have been 30 sporting Additional achievements: Swimming Outward-bound residential competitions/festivals or taster session this year from Reception to Children to be offered a range of £2.000 Use SSSP to provide opportunities for Y6. This has had a positive impact sporting festivals/competitions. Re-organise judo taster session. children to engage in a wide variety of on increased confidence, improved sporting activities. wellbeing and pride in children. Organise a range of alternative From these events school have won sports e.g. curling. two trophies for determination and Children to have access to a range respect. PE Leader to liaise with SSSP and of taster sessions in and out of All teachers to know who are their other school networks to develop a least active and to keep a track of school in a range of sports. All children across Reception to Y6 bank of local sports clubs/associations these children attending sporting have had access to at least one that will come to school or offer events/clubs. Children will experience a range of sporting competition, club, festival or activities for pupils. sports that will suit their skills set. taster day this has developed Continue to use the SSSP range of confident skills and a sense of events for children to attend Review PE curriculum to ensure broad achievement in pupils. range of physical activities are offered Continue to use Complete P.E. to to pupils. SEND and less active children have promote teambuilding sports. been identified and have accessed various sporting activities e.g. SEND To continue to offer SEND Kurling. children the opportunity to compete in a range of sports. Outside sporting clubs have been invited into school to promote their To offer opportunities for under activities and to engage pupils in a active pupils to partake in variety of sports. festivals/competitions. Parents/Carers have been provided The focus of sporting festivals to with a range of information on local be on the six School Games sports clubs, activity sessions or Values and doing your best to holiday sports clubs to promote the promote motivation, competence Active 60. and confidence in all pupils. P.E. leader has liaised with staff to ensure the curriculum matches the needs of the children and promote the schools values and ethos.













	Y6 Outward-bound residential at High Adventure promoted self-confidence, resilience, teamwork in a range of outdoor activities.	

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
				18%
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:













Set up class competitions at the end of PE units (where applicable).	PE leader to hold staff meeting to ensure staff understand and set up class/inter class competitions.	coaches/clubs	Sporting competitions/clubs are often oversubscribed with pupils wanting to attend.	children.
PE leader to monitor pupil engagement in sporting activities/events	PE Leader to ensure a range of children access competitions, festivals and taster days.	Transport	School has achieved 'Gold' in the Schools Games Mark and are now able to apply for 'Platinum' next year.	New sports kit to promote and encourage pride in representing school at sporting events.  To continue to enter as many SSSP events as possible.
Pupils survey on sports/activities they would like in school. Survey children to see which clubs/activities they partake in outside of school.				

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	











