

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 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:

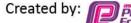
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
 pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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.

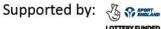
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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	£9,200.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£9,384.00
Total amount of funding for 2023/23. To 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?	89%
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	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
what percentage of your current real o conort perform sale sen-rescue in unrefert water-based situations:	93% of children received pool water safety and one land based water safety













	instruction.
	7% accounted for children that came to the school from abroad, they received the land based water safety instruction.
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?	No
	Not in the Year 6 cohort 2022/23 but this class received boosters in Year 5.













Action Plan and Budget Tracking

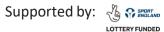
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:	July 2023]
Key indicator 1: The engagement of <u>all</u> 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: %
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:
Children have positive active break times.	All staff to promote games and positive activity with a rota system for team games (football/basketball/cricket). Challenges/new games introduced by Bronze Ambassadors bi-monthly. Creativity and movement inspired by children's interests in STEM activities and being mobile and active.		The children are more active and playing more collaboratively. They are encouraging each other to become more positive in their play and mixing with other year groups is showing more positive interactions. The children are learning more playground games. The STEM activates were introduced late in the school year but show that the children enjoy being physically mobile and activates when engaging in the activities.	social activity skills.













To encourage all pupils to participate in being regularly active throughout the school day.	Movement and brain breaks within the school day using Go Noodle, Class dojo, BBC Supermovers, active participation through the lesson and sensory breaks when needed. Year 3 / 4 trailing well-being breathing/movement and music breaks.	Staff time	breaks and need them regularly to ensure that they are aware of needing to be active regularly. Year 3/4 really responded well to the well-being breaks and regularly asked for them if they felt they needed more.	mental health and well-being alongside movement. Monitor and make sure that all new staff
New Bronze Ambassadors to attend West Dorset training day	Identify children to undertake the training with UPKS2 teacher.	Staff time £150 for travel and fees.	BA to assist in KS1 playtimes and KS2 introduce and initiate the playground game. BA confidence in presenting, leading playtime games and delivering warm-ups in lessons.	1 1 1
Identify those children in not taking part in any physical activity outside of school.	Year 3, 4, 5 children who have SEND and their friends have forest school provision aimed at increasing their interest and willingness to participate in activities that are active.	£722	identified that they liked gardening and Forest school activities. They were enthusiastic about being outside and being active in a non-threatening way.	Continue to develop being active in a non-sport related subject and discuss how functional skills and being active help the children's physically and mentally. Develop further links with outside agencies to promote active activities outside of school hours.













				Identification of non-active children to be ongoing – Pupil interviews in Autumn term to identify needs and inactive children and subsequent questionnaires for Spring and Summer. Continue to use pupils interviews to target clubs. Identify children on SEN register that would benefit from extra assistance to become or stay active.
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	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:
Raise profile of pupils as leaders of sport and activity across the school.	Assembly taken by BA to introduce the game of the week.		school pupils enjoyed the assemblies and then more incentive to join in the activities	Display board with playtime activities and rota, games renewed. BA to lead this. Develop more home/school link with games and being active outside of school.
External provision for ASC to offer a range of clubs in collaboration with the requests of the children and to provide a range of sporting opportunities.			half termly basis allows for pupil voice to be heard about the sports, activities and clubs they would like to be available to them.	Continue with pupil interviews to make sure that pupil voice is heard and acted on. Continue to offer a wide range of active opportunities. Intra sports activities to link with PE lesson skills.













school assemblies and the visibility of	and inform parents regularly of the	Staff time	1 0	BA to take a lead and continue to be an active part of the assemblies, communicate with teachers and classes for any sporting successes on a weekly basis. Continue to upload competitions, sports events, class competitions to website, school games blog and mention in the newsletter.
update any broken/old equipment and identify equipment that can be used for a wider offer of sports activities for children around the school (ASC, Play times).	interviews to identify sports/activities that the children would like to try. Storage for	Staff time £2855 equipment £330 storage	range of equipment for playtime use and children given pupil voice for equipment to encourage being active for arrange of skills	Continual monitoring of equipment and communication with teachers and children regarding resources. Older equipment reallocated to other areas of the school to provide an active environment. Continuing to raise the bar in maintaining equipment and looking after resources.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
Intent	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:
Qualified coach to work alongside teachers in lessons to increase subject knowledge.	CPD in OAA for KS1	£450	Teaching staff are feeling more confident to teach OAA and develop lessons in line with the progression document/skills. Developing staff confidence will also develop the children's confidence and ability to improve their skills.	Staff discussion about CPD required or support needed and sports lead to arrange.
Sports lead to assess the effectiveness and use of the progression document in relation to the pupil's physical skill knowledge.	Sports lead to hold pupil and staff interviews related to the subject progression structure – three I's and discuss with teachers any further support they need. Sports lead to have time in staff meeting to give an overview of outcomes for the subject progression so far.	Staff time.	the year groups. Collaboration with some year groups as to how to best implement the skills/progression document has enabled staff increased confidence.	the progression document, teacher's confidence and skills best enable the children to show progression and understand the skills they are
Sports lead to assess the effectiveness of the assessment for PE and that it is being used at the end of each skill unit.	Teachers to assess children at the end of a skills unit and children to understand how and why they have made progress in their physical skills by self-assessment at the beginning and end of a unit.	Staff and pupil time	assessment document and the	Continue to monitor and review assessment process with teachers to make sure it is still an effective tool.













			motivated to enjoy being active.	
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		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:
Healthy active activities offered to all children during after school club.	Work with ASC to help with resourcing and activities to make sure the children have access to active activities.	Staff time	Children are more active, and are learning team skills and collaboration.	Monitor and develop the activities and work alongside ASC.
ASC clubs that offer active activities and well-being skills.	Sports lead to liaise with office staff to ensure a wide range of active after school clubs are available to KS1 and KS2 children throughout the year.	Staff time	there is communication with parents and ASC are maintained.	Sports lead to continue to liaise with office staff and ASC providers and staff offering active clubs to provide a wide variety of clubs for pupils.
Year 5 and 6 children have the opportunity to learn bike safety.	Year 6 teacher to organise bike ability for year 5 and 6 pupils.	Staff time	Children more confident riding their bikes in a variety of situations with many having the opportunity to learn bike/road safety.	Sports lead/Year 5/6 teacher to continue this provision. EYFS to Continue to assess













				the skills and abilities for cycling and assess if pedal bikes are needed to enable the children to progress these skills.
Children from Years 5 undertook the Bronze Ambassador training. The eight BA children teach the children games and then implement these during break and lunchtimes for KS1 and KS2 children.	Sports lead to work with KS1 and KS2 staff to make sure the children are supported. Half termly meetings with BA to discuss effectiveness of the playtimes.	pupil time	enthusiastic to encourage the KS1 children with activities and motivated to offer guidance and help to KS2.	Continuing involvement of Bronze Ambassador training and coordination with staff and BA to make their time effective during playtimes and with warm-ups for KS1 PE lessons. Development of the BA to organise and lead intra school functional skills competitions.
To promote a healthy attitude to movement and know the benefits to well-being.	Liaise with music subject lead to combine movement and music. Rope flow, drumba, hula hooping, and chi gong.		All children participated and had a fun and enthusiastic engagement with both music and movement.	Develop the music and movement festival to encourage well-being, music and activity to diversify the children's experience of what being active is.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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 allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:













consolidate through practice:				
Pupils involved in competitive sports with local schools. Use local PE coordinator to participate in sporting events and festivals.	Dorset SSCO and School Games	£2649.51 Contribution to SSCO	events were enthusiastic and motivated. They were able to share their experiences and triumphs with the school and this	Sports lead to ensure these competitions take place and children are given the opportunity to continue to compete in the new academic year.
Sports lead to arrange intra-school competitions. Aimed at encouraging children to enjoy taking part competitively.	Coordination with BA, JLT and sports lead to develop intra school competitions and challenges.	Staff and pupil time.	motivated to join in.	Develop intra games further and use pupil interviews as well as discussions with BA and JLT to continue a healthy mind set around being active.

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









