

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:

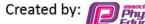
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
 pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2022/23	£0
Total amount allocated for 2023/24	£19,527
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2023/24	£19,527
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 19,527

Swimming Data

Please report on your Swimming Data below.

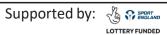
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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? 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 2024. Please see note above	93%
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	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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















Action Plan and Budget Tracking

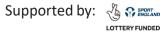
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24	Total fund allocated:	Date Updated:		
	all pupils in regular physical activity – (ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	east 30 minutes of physical activity a c	lay in school		%
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:
Further develop a curriculum which promotes a healthy active lifestyle to encourage more children to regularly participate in physical activity	 New sport's specialist to work with PE Lead to look at curriculum provision for next year to either increase length of PE sessions or to implement an additional PE session termly. 	£10,272	This has had limited impact this year and will be addressed next year to increase weekly physical activity.	Sport's Specialist to work with DHT to look at curriculum provision to either increase length of PE sessions or to implement an additional PE session termly.
	- Appoint new sports ambassadors to attend Sports Ambassador conference to coach and guide ambassadors to be more effective sporting role models on the playground -Sports ambassadors support EYFS, Y1-3		14 sports ambassadors recruited who delivered sports activities daily on the KS1 and KS2 playground. Weekly meetings held with sport's specialist to decide on appropriate activities which have different levels of skill to encourage all children to participate. There has been increase	at lunchtimes to further increase participation. Pupil vice to be conducted to see what the children want to play at lunch times.
	-Sports ambassadors support EYFS, Y1-3 and Y4-6 Sports Days -Variety of free after-school clubs provided and target specific children and year groups where previous participation has been lower		participate. There has been increase in participation on the playgrounds from last year. 288 children have participated in an after school club with each year group voting for the clubs to increase participation. These	













included: lacrosse, dodgeball, multi- to see how to further engage sports, handball, goal ball, pupils in sport. gymnastics etc. All pupil premium pupils have attended an after-school club, a sporting intervention or a competition. Geography Lead to monitor -Planned implementation of increased All year groups have completed provision through the curriculum outdoor activities including fieldwork in termly outdoor fieldwork linked to to ensure outdoor fieldwork geography that promotes physical geography and some have begun to continues to take place. activity embed this in the geography curriculum. 'Get ready to learn' group launched Continue next year, completing for From appointment of new sport's in the summer term. Focused on the whole year. specialist, reintroduce Fun Fit speed, agility and balance. Children programme and EYFS Gross motor/fine improved their scores over 6 weeks. skills targeted sessions to improve coordination Re-launch Sheriff's Challenge with This has had more success than -Further embed 'Sheriff's Challenge' to the introduction of the weekly others in certain year groups. increase active participation from F2-Y6 winning cup in KS1 and KS2. of running a mile 3 x week Expectation that all classes complete this 3 x week. Percentage of total allocation: **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement











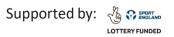


Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Begin to develop the whole child through the school PE approach, school sport and physical activity.		£1,657	Whole national curriculum of PE covered. Teacher's receiving CPD on teaching of PE through new sport's specialist appointment.	
	-More spare kit purchased for children to use or the office call the parents/carers. Monitor spare kit and replenish as necessary		Spare kit has been replenished on each year group and unless a medical reason, children participate in PE.	
	- Update sport section of the website with new sport's specialist to share more sporting challenges with parents		To be completed by the end of Summer 2.	
	-Continue to award sports person award at Y6 Leavers and shields for mini marathon winners (boys and girls)		Continuation of importance of sport and recognition of perseverance and resilience.	
	-Weekly certificates in assembly linked to Personal Best challenges completed with sports ambassadors at lunchtimes		completed. It needs to be more	Weekly certificates of Personal Best challenges to be relaunched next year.
	-Rejoin football league for boys' football - Re-join girls' football league and		Football league has continued the boys' football team have had the opportunity to play in competitive matches.	Continue boys and girls football teams next year.
	continue to research/ look at starting a girls' league within the family of schools		Girls' football have played their first competitive match, promoting inclusivity and equal opportunities.	icams next year.













-Deliver Sports Day for all children through staff and sports ambassdors (stickers and medals) -Coaching for sports ambassadors through regular meetings with PE Lead to help with effective delivery of sporting activities on playground at lunchtime. Research into attendance at Sports Ambassador conferences.	· ·	whether there is a sports' ambassador conference
-Audit PE resource areas termly	PE cupboard resourced well so that classes and sports ambassadors have the right equipment.	

Yey indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			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:
Improve progress and achievement of all pupils in PE by increasing staff knowledge, skills and confidence	Review staff delivery of taught PE lessons – PE Lead Newly appointed sport's specialist to teach alongside staff through modelling, coaching and teamteaching to improve staff knowledge, skills and confidence.	£300	has ensures that whole breadth of the curriculum has been covered and	Develop a programme of team teaching linked to staff questionnaire results (key indicator 3)













	Staff questionnaire to be completed so support can be tailored to each need Continuation of attendance at PE networks for CPD for PE Lead/sport's specialist			Use staff questionnaire conduct in July 2024 to tailor PE lessons to staff CPD.
Key indicator 4: Broader experie	nce of a range of sports and activitie	s offered to all p	upils	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 the range of activities offered outside of the curriculum to increase pupil participation and engagement	Develop new links with outside providers to offer new clubs for the children to access: Karate, dance, urban hockey	£4,890	Karate has continued. There has been less outside providers this year but the sport's specialist has conducted 3 after-school clubs a half-term, increasing the number of pupils from 65 last year to 288 this year.	outside provider linked to
	Residentials in Y2, Y4 and Y6 offering physical activities including archery, rock climbing, canoeing etc. Variety of PE equipment purchased to broaden range of activities at playtimes Deliver Sports Day for all children		Children have experienced entitlement beyond the curriculum including archery, canoeing, rock climbing. Newly purchased PE equipment has enabled to play with different equipment, exposing them to new skills.	Continue with purchasing of equipment, taking pupil voice into account.













schem Resea provid	erch into introducing Bikeability ne into year 6 erch into each year group ding sporting opportunities for ar groups to attend in curriculum	children could participate, promoting inclusivity in sport. Outside providers has extended to the curriculum where outside provider coached year 4 children in me v me challenge. All children	Continue and adapt as necessary. Research into Bikeability for Y5/6 next year. Participate in Me v ME challenge next year.
to intr develo includ	nise a whole school healthy week roduce children to new sports, op links to local clubs and to de sporting role models to share stories	This is due to take place in July.	

Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				%
Intent	Implementation	on	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:













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Introduce additional, inclusive	Re-join football league for boys	£150	Boys' football have continued to play	Continue to play competitively
competitive sporting opportunities for all	football and compete in competitive	1130	competitively, promoting team work,	
children to participate	matches		perseverance and resilience.	
	All children to complete 'sheriff's		This has had limited impact this year	
	challenge' and run the daily mile		and needs a refocus next year.	Introduce most
	three times a week		Children have continued to run the	improved/sustained
	Introduce a half-termly award in		daily mile however the element of	improvement class every half-
	Sheriff's Challenge for most improved		perseverance and resilience could be	term linked to Sheriff's Challenge.
	class and most laps completed overall		further promoted as half-termly	
	to promote awarding perseverance		award for most improved did not	
	and resilience.		happen this year.	
	Further develop weekly personal best			
	challenges at lunchtimes, led by the		See key indicator 2	Relaunch weekly challenges to
	sports ambassadors, to promote			promote improvement and
	perseverance and improvement			perseverance in sport.
			5 competitions offered	
	Newly appointed sport's specialist to		Cross county	Continue to attend competitions
	reintroduce sporting competitions		This girl can event	for both genders to promote
	through family of local schools and		ME VS ME	sport for all and competing.
	Nottingham Schools Trust		Athletics event	
			Handball event	
			40 children across different year	
			groups, plus the whole of year 4.	
			Mixture of girls and boys	
			tournaments to promote equality in	
			sport.	

Signed off by	
Head Teacher:	Natasha Kelly
Date:	
Subject Leader:	Kerri Bee/Kasey Fisher











Date:	
Governor:	
Date:	











