



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 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.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click HERE.

Created by: Supported by:

**Details with regard to funding**

Please complete the table below.

|  |  |
| --- | --- |
| Total amount carried over from 2020/21 | £1041.82 |
| Total amount allocated for 2021/22 | £18 700 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 (£ 1501.57 overspend) |
| Total amount allocated for 2022/23 | £18 700 (tbc) |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £17 198.43 |

**Swimming Data**

Please report on your Swimming Data below.

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| 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** | Year 4, 5 and 6 were provided with swimming instruction as a top up due to missing their PE lessons during the pandemic. A heated pool was hired on site at school for 3 weeks along with swimming instructors for this purpose. Year 3 pupils completed swimming lessons at the local pool.  |
| 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 2021.Please see note above | 88% |
| 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 | 88% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 92% |
| 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? | Yes – see above comment and costings in KI 4  |

**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.

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| --- | --- | --- | --- |
| **Academic Year:** 2020/21 | **Total fund allocated:** | **Date Updated:** |  |
| **Key indicator 1:** 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: |
| 31% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| * For the children to be engaged in regular and varied physical activity and to understand why physical activity is important.
* To use the outdoor environment to a greater, extent to increase physical activity.
 | * Additional equipment purchased to provide a variety of activities during the school day.
* VRSS Partnership provided a range of activities for children to engage with, including cricket and baton relay with other local schools.
* Sports Apprentice provided physical activity during morning session before school started.
* Balance Bikes purchased for EYFS children.
 | £3082 (Sports Apprentice) £1279.44 (equipment) £2765.81 (Vale Royal Sports Partnership) £631.20 (School Sports Services)  | * Children have further developed their understanding of the importance of regular physical activities
* Children have developed an awareness of a wider range of activities – e.g. archery
* Sports Apprentice has raised the profile of physical activity during the school day
* EYFS children took part in building the balance bikes and therefore developing their understanding of components. EYFS children have gained confidence using the balance bikes rather than the trikes / scooters previously used.
 | * To continue to develop the use of the outdoor area – in particular for Ks1 (looking at transition from EYFS to KS1.
 |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| 0% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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 resume clubs post pandemic.
 | * School clubs have resumed following the pandemic, but these have been limited due to a number of factors including staffing issues.
 | £0 | * Children report enjoying the clubs that have been provided but there is a clear demand for a wider range of clubs (reported through Parent Council and Parent surveys).
 | * To have a whole school focus on developing a wider range of clubs for the children in the next academic year.
* Develop a girl’s football team – Ks2 girls had a talk from a professional female footballer in the summer term.
* Engage parents to help with coaching – football and netball.
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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| 16% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed? |  |
| consolidate through practice: |  |  |  |  |
| * For the Sports Apprentice to enhance the provision of PE across school.
 | * Sports Apprentice used to help cover PE lessons during PPA sessions.
 | £3082 | * Lessons have been enhanced through the use of the Sports Apprentice
 | * Sports Apprentice to provide clubs next year in order to enhance KI 2 (see above)
 |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| 50%  |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| * To provide small group swimming lessons to all year groups who have missed swimming due to the pandemic.
* Year 6 children took part in a community event – Crown Green Bowling.
 | * A heated, pop up pool was provided on site for 3 weeks with instructors
 | £9902.94 | * Children report enjoying lessons and those children who lacked confidence reported that the on-site pool, the small groups and the instructors really helped them to gain water confidence
* Parent feedback via Parent Council and Parent surveys was excellent.
* Children enjoyed playing with members of the community at the local bowling club.
 | * Pool has been booked again for next year with the aim of providing small group instruction for all children in Year 6,5 and 4.
* Repeat bowling experience on an annual basis.
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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| 2% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| * To encourage children to take part in competitive sport post pandemic
 | * The sports apprentice was used to accompany children to sports competitions
 | £500 | * Children have begun to take part in competitions
 | * To further develop participation in competitive sport in the next academic year by using the Sports Apprentice to accompany children to events
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| Signed off by |
| Head Teacher: | Joanne Hyslop  |
| Date: | 25 July 2022  |
| Subject Leader: | Jake Jackson  |
| Date: | 25 July 2022  |
| Governor: | Debbie Mercer  |
| Date: | 25 July 2022  |