

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.

funding Schools 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. Df Een courages 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.

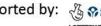
Schools are required to publish details of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2023.

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 HERE.













## **Details with regard to funding**

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£18,650
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,660
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18,660

## **Swimming Data**

Please report on your Swimming Data below.

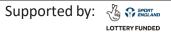
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances 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 2022.  Please see note above	95.45%
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	95.45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95.45%
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: 2022/23	Total fund allocated:£18,660	Total fund allocated:£18,660 Date Updated: 5.7.23		
				Percentage of total allocation: 43%
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: £8197	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide at least 30 minutes of exercise for all children every day.	Promotion of active travel through SY Active Travel Project: 10 Day Active Travel Challenge Sustrans Big Walk and Wheel Bikeability for Y6 Active Travel Breakfast Y2 scooter skills	No cost	Children feel confident to cycle to school. More children walk, cycle and scooter to school.	Extend lunch clubs to Reception and Y1, and increase the number of sessions each day. Achieve Modeshift Silver (narrowly missed out this year)
	Imoves daily active blasts	£997	Bursts of activity throughout the day has led to increased engagement in lessons according to teachers.	Increase lunchtime offer with a bigger variety of equipment/activities.
	Lunch clubs led by SportEds coaches from Y2 – Y6	£7200	Intra-school competitive sports each week. Children engaged and enthusiastic. Linked to interschool competitions. Children are able to choose what they would like to do – pupil voice. In some	











	T			
	Promotion of physical activity during breaks. Timetable of equipment for classes – smooga, basketball, trim trail, cricket, skipping.		classes, over 80% take part.  Children take part in a variety of lunchtime activities. Children are asked what they would like – pupil voice.	
<b>Key indicator 2:</b> The profile of PESSPA	hoing raised across the school as a t	ool for whole sch	l' '	Percentage of total allocation:
Rey Indicator 2. The profile of FESSFA	A being raised across the school as a ti	Joi for whole sch	oor improvement	17%
1.1.1	11		1	1770
Intent	Implementation	1	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: £3340	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To use sport and physical activity to improve behaviour, attitude to learning and engagement across the school.	Participation in competitive events and festivals through subscription to Links and School Games.	£2590 Links membership	Involvement in sport has led to an increase in self-esteem, confidence and motivation during physical activity and in the classroom according to staff.	Children to report sports achievements regularly in the school newsletter. This has happened this year, but not on a regular basis.
	Half-termly wellbeing focus with SportEds coaches at lunchtime. All children attend.	No extra cost	These wellbeing activities enabled children to connect with friends and reflect on their wellbeing while taking part in a physical challenge. This has helped to reduce anxiety.	
	Mindfulness/wellbeing focus: Skipathon Speed Stacks Santa Dash Scootfit sessions	£750 class sets of ropes		
	Sporting achievements both in and out of school celebrated in newsletter to parents and during assemblies.	No cost	Children bring in their trophies from home (or from school competitions) to share because they know that sport and physical activity are valued at the school. Children feel	













	proud of their achievements.	
Permanent sports notice board in school informs children of upcoming events and competitions and local clubs.	Children have attended local clubs and events that have been advertised eg. Cricket, orienteering, cross country, tennis open days	

Key indicator 3: Increased confidence	e, knowledge and skills of all staff in t	eaching PE and	l sport	Percentage of total allocation:
				28%
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: £5273	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve the quality of PE lessons.	CPD opportunities throughout the year at PDMs. Subject leader provides support for new teaching staff.	£5023	Staff have a clear picture of the school's priorities and aims. New staff are confident and well supported. They are clear about expectations in the teaching of PE.  Children really enjoy their PE lessons (pupil voice) and have a positive relationship with the coaches. Impact – improvement in physical literacy skills from September to July. See data.  Improved confidence and teacher knowledge of teaching dance and using the imoves platform.	PE.  Continue to share CPD  opportunities provided by  Links.
Key indicator 4: Broader experience of	of a range of sports and activities offe	red to all pupil	S	Percentage of total allocation:
-	-			4%













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: £690	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To offer all children the opportunity to access a sport activity outside PE lessons.	After school clubs with RuggerEds, SoccerEds, gymnastics, yoga, karate, tennis, netball, Sheffield United girls' football. Gym (all) and tennis (4 classes) taster sessions provided.	£440 Sheffield	All children have enjoyed experiencing different sports and activities outside their PE lessons. This has resulted in increased enjoyment, engagement and development of skills such as team work, communication and listening.	Continue to extend the variety on offer.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
Intent	Implementat	tion	Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated: £1410	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	











To provide opportunities for all children to take part in a competitive event this year.	Children take part in intra-school competitive games during PE lessons and lunch clubs with SportEds.	See KI 1	Children talk with enthusiasm about competitive games they have experienced.	Continue to build on success with girls' football.  Continue to build links with local
	Children have attended over 20 competitions through Links and SFSS—Y6 netball, Y3/4 football, Y5/6 squash, Y2 multi skills, Y4 basketball, Y5/6 bouldering, athletics, Sports Hall Athletics, triathlon, girls' football, Y5 cricket.  Promotion of opportunities to join local sports clubs via Sports Notice Board.  SportEds have provided additional coaching prior to competitive events. Open to all to attend.	£140 bouldering £540 sports coaches who have attended competitions	Girls' football was a priority this year. They now play football at lunchtime. Over 30 attended the SU club after school. They have taken part in 6 competitions this year.  Teachers report seeing an increase in confidence in the children as a result of their experiences.  Some children have gone on to join local clubs such as Dynamos Cricket.	clubs.

Signed off by	
Head Teacher:	Delia Evans
Date:	13.7.23
Subject Leader:	Kerry Pearson
Date:	13.7.23
Governor:	
Date:	









