

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 funding to make additional and sustainable improvements of Physical Education, School Sport and Physical Activity (PESSPA) the quality 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	£17,050
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,214
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18,214

Swimming Data

Please report on your Swimming Data below.

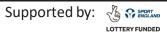
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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	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	92%
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/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.

Total fund allocated:	Date Updated:]
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: 31%
Implementation		Impact	
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:
in physical activity. Continue to offer extra-curricular	£5700 to cover the cost of the clubs.	A range of clubs, specifically PS Sports Coaching, are funded through the Sports Premium grant. Data from GetSet4PE identified children who are less active or underachieving and they are invited to participate, along with children who fall into the Pupil Premium category. Specifically, these activities include football, athletics and dance. These children are now more regularly active and also their mental health and behaviour has improved. Extra-curricular clubs are still provided by school staff. These include: Football, Netball, and Athletics.	
	Implementation Make sure your actions to achieve are linked to your intentions: Continue to provide a range of clubs (lunchtime and after school), which are funded through the Sports Premium grant. Children who are less active will be targeted. These activities include: PhysiFun Football Girls football Invest in break-time equipment that will help provide a wider range of physical activity opportunities. Possible zoning of playground during break times will facilitate more purposeful opportunities for pupils to engage in physical activity.	Implementation Implementation Make sure your actions to achieve are linked to your intentions: Continue to provide a range of clubs (lunchtime and after school), which are funded through the Sports Premium grant. Children who are less active will be targeted. These activities include: PhysiFun Football Girls football Invest in break-time equipment that will help provide a wider range of physical activity opportunities. Possible zoning of playground during break times will facilitate more purposeful opportunities for pupils to engage in physical activity. Continue to offer extra-curricular	Implementation Make sure your actions to achieve are linked to your intentions: Continue to provide a range of clubs (lunchtime and after school), which are funded through the Sports Premium grant. Children who are less active will be targeted. These activities include: PhysiFun Football Girls football Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?: A range of clubs, specifically PS Sports Coaching, are funded through the Sports Premium grant. Data from GetSet4PE identified children who are less active will be targeted. These activities include: PhysiFun Football Girls football Invest in break-time equipment that will help provide a wider range of physical activity opportunities. Possible zoning of playground during break times will facilitate more purposeful opportunities for pupils to engage in physical activity. Continue to offer extra-curricular Continue to offer extra-curricular













To use benchmark data on GetSet4PE to target and improve physical activity levels.

These include: Football, Netball and Athletics.

Staff to identify which children to target as most reluctant or linactive. Benchmark data from GetSet4PE will help to identify these children.

Using GetSet4PE, continue to identify those children who are underachieving within PE and target these during lessons and linvite to extra-curricular clubs.

ERPSSA membership ensures that there are various competitions and tournaments throughout the year – ensure that there is coverage across year groups who attend and a wide range of children who are taking part.

Maintain a strong link with Royal Holloway University and attend their 'festival days' for each year group (if they are offering) and continue to have volunteers to help run extra-curricular clubs.

Using GetSet4PE, children who are underachieving within GetSet4PE. Tracking of PE are still targeted during lessons and progress within lessons has been noticed – see PE observations. This also fed into invites being sent out to attend extra-curricular clubs.

ERPSSA membership continued meaning that we were able to attend competitions and tournaments throughout the year. Majority of competitions have been for the talented groups of children but also targeted tournaments for the SEN too. This enabled competitions to be tailored to meet the needs of all children.

Royal Holloway University links have remained but their festivals haven't restarted. RHU students have come in to take a varying range of abilities in Girls football and mixed rugby. This has allowed students to 'try' new sports and encourage participation across the genders.

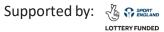
Year 6 sports captains have helped prep and will run the Continue to log data on children will be much easier when Infant School move over to GetSet.

ERPSSA membership to be budgeted for to enable children to access competitions and tournaments.











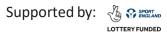


			intra-house competitions in Summer 2.	Percentage of total allocation:
Rey Indicator 2: The profile of PESSPA	A being raised across the school as a to	ooi for whole sch	ooi improvement	5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do 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:
To monitor the PE scheme of work (GetSet4PE). This scheme will allow consistency across the PE and Games sessions as well as clearly identifying the progression	staff. Staff questionnaire to be	the cost of the subscription and supply costs.	June showed that staff were still enjoying using this scheme of work. ED observed year 6 lesson to ensure that the scheme of work is being followed and	Liaise with Infant school about how they are getting on with planning for the launch of GetSet. Continue to observe and monitor lessons across the school – possibly with the Infant School too.













	Enrichment activities chosen for residential trip should focus on developing wider skills and attitudes within PE that will improve pupil attitudes towards learning i.e. collaboration, risk taking, perseverance.	eaching PE and sp	port	Percentage of total allocation:
Intent	Implementation		Impact	17.5%
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:
To purchase a range of resources and equipment to support the high-	required in order to teach a full and engaging curriculum. Renew GetSet4PE subscription to ensure consistency of lessons across the school. Work with Games provider, Planet Soccer to undertake lesson observations / team	subscription £300 supply	needs to be monitored to ensure lessons are successful.	Get sports leaders to check equipment in and out of PE shed. Keep checking GetSet4PE for CPD opportunities and offer to staff.
To ensure that all members of staff are fully confident in all areas so that children have access to high quality PE lessons.	Staff to complete a survey. Identify key areas for development and send members of staff on CPD courses provided by Active		Work with Planet soccer is cohesive. Weekly discussions and 'check-ins' with sports coach provide a good way to ensure that the Games and PE	













	Surrey. PE lead to meet as regularly as possible with the PE lead at the Infant School to check on progression of skills and consistency of teaching. Use staff meeting time to disseminate any information regarding PE developments. Release time to be provided for observations of PE teaching.		delivery is effective. CPD opportunities have been given to staff however lack of time to attend has prevented this. Release time has been provided for 1 observation of Games teaching however lack of time / cover has prevented more.	
Key indicator 4: Broader experience o	f a range of sports and activities offe	red 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:













Ensure that all pupils have an Continue strong links with Royal Royal Holloway University links Assess the quality of clubs £2000 opportunity to participate in a wide Holloway University who have remained but their we have on offer by using supply for range of sports and activities, with provide taster sessions covering festivals have still not restarted. pupil voice. teacher the right equipment and training. a variety of sports currently not RHU students have come in to release to on offer. take a varying range of abilities attend a range in Girls football. This has of Analyse data from club registers allowed students to 'try' new competitions to evaluate popularity and sports and encourage lattendance. participation across the aenders. Ensure fair coverage of sport offered for both genders. ERPSSA membership continued meaning that we Continue to attend tournaments were able to attend Ensure that a range of pupils and festivals on offer from attend these events and competitions and tournaments **ERPSSA** and Active Surrey. children gain a valuable throughout the year. Majority of experience from their competitions have been for the talented groups of children but lattendance. also targeted tournaments for the SEN too. This enabled competitions to be tailored to meet the needs of all children. Additional achievements: Year 5 and Year 6 football team came 2nd in their second season's league Year 5/6 netball team entered a full season's league – 5th place. Year 3 came 7th out of 17 schools at District Sports













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
Intout	Implementation		Import	11%
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 and variety of competitions and festivals on offer – in particular those for lower school.	Close tracking of pupil representation enables specific targeting of individuals, to ensure that as many pupils as possible have the opportunity to compete for the school. Continue links with the community – Coopers Hill tennis, Royal Holloway University, Bishops Gate school.	of	attending the Bishopsgate Tag Rugby festival.	Keep a rolling total of all children who represent school at some point throughout the year – keep trying to better this each year going forward.











	Continue to enter all years into competitions to ensure that there is participation from all ages in school.	and these links offer children a pathway to further their skills and progression outside of school.	
To continue to develop opportunities for intra house competitions throughout the school.	PS Coaching to include intra and inter school competitions within Games sessions.	The annual yr6 football intra house competitions were run for year 6 – giving all children in year 6 a chance to play football competitively.	
	The annual football and netball intra house competitions to be run in the Summer term.	Possibility to include years 3, 4 and 5 next year, however these year groups still experience competition during each unit of work in their Games lessons.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	E Drew
Date:	March 2023
Governor:	
Date:	











