

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 judgement. 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 offers
- 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.

Please visit https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. 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 publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

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 31 July 2023.

Supported by:















## **Details with regard to funding** Please complete the table below.

Total amount carried over from 2021/22	f-
Total amount allocated for 2022/23	£16,380
How much (if any) do you intend to carry over from this total fund into 2023/24?	£15,698.44
Total amount allocated for 2022/23	£16,380
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£681.56

## **Swimming Data**

Please report on your Swimming Data below.

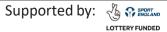
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances priority 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 2023.  Please see note above	100%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes















## **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:		
Key indicator 1: Increase confidence,	Percentage of total allocation:			
				45%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 ensure that consideration is made for children working below the expected standard in PE and support is put in place within PE sessions to help them work towards their targets.	Renew YST premium membership  Carry out monitoring of PE lessons  Signpost appropriate PE CPD based on monitoring (use of Complete PE tutorials)	£7410	Monitoring of PE shows that sports coaches are making a significant impact on PE delivery- a lot of learning was observed. This was also having an impact on staff when teaching without sport coach support and improvements in children's PE attainment (termly data reviews).	Continue to use Complete PE tutorial resources to support CPD within staff.  Look for additional CPD support for staff within the areas of gymnastics and dance.  Continue to attend the PE network meetings.
	Continue with Sport's coach mentor role to support staff teaching PE  Highlight children working below to teaching staff (termly)- monitor their PE provision. What can be done to help make progress?  Invest in Complete PE resource to support teaching & learning (particularly in EYFS)		competently, confidently and proficiently over a distance of at least 25 metres.  Summer Term Insight Data 87% are on-track 6% are greater depth	









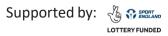


•			•
the Spring term.			
Provided opportunities for less active			
children, who are perhaps working at a			
lower ability, to represent the school at			
non-competitive competitions and			
sporting festivals.			
ll pupils in regular physical activity – Chi	ef Medical Officer	rs' guidelines recommend that	Percentage of total allocation:
st 30 minutes of physical activity a day in	n school		17%
Implementation		Impact	
Make sure your actions to achieve	Funding	Evidence of impact:	Sustainability and suggested
are linked to your intentions:	allocated:	What do pupils now know	next steps:
		· · · · · · · · · · · · · · · · · · ·	
		g	
Children in Year 5 took part in	62720	Most children involve themselves in	Year 5 <u>and Year 6</u> pupils to
. , ,			undergo Playground Leaders
· · · · · · · · · · · · · · · · · · ·			training.
1		week.	<u></u>
, -			To include a new club which offers
playground.		I	a new sport to provide
Dlayground Loadors use Complete DE			
		·	curriculum.
, -			
games during functionite break.		l : : = =	
Implementing the Daily Mile		improved fittless levels.	
		 Sports clubs have been well	
A full programme of after-school sport		·	
was put in place each term by the PE		,	
lead. Activities were led by teaching			
staff as well as sports coaches.			
A sports coach continued to lead			
physical activities during lunchtimes			
	children, who are perhaps working at a lower ability, to represent the school at non-competitive competitions and sporting festivals.  I pupils in regular physical activity – Chiest 30 minutes of physical activity a day in Implementation  Make sure your actions to achieve are linked to your intentions:  Children in Year 5 took part in playground leader training in the autumn term provided by the SGO. These children then led weekly activities for younger children on the playground.  Playground Leaders use Complete PE resources to lead sporting activities and games during lunchtime break.  Implementing the Daily Mile  A full programme of after-school sport was put in place each term by the PE lead. Activities were led by teaching staff as well as sports coaches.  A sports coach continued to lead	on top of two regular PE lessons during the Spring term.  Provided opportunities for less active children, who are perhaps working at a lower ability, to represent the school at non-competitive competitions and sporting festivals.  I pupils in regular physical activity — Chief Medical Officer at 30 minutes of physical activity a day in school  Implementation  Make sure your actions to achieve are linked to your intentions:  Children in Year 5 took part in playground leader training in the autumn term provided by the SGO. These children then led weekly activities for younger children on the playground.  Playground Leaders use Complete PE resources to lead sporting activities and games during lunchtime break.  Implementing the Daily Mile  A full programme of after-school sport was put in place each term by the PE lead. Activities were led by teaching staff as well as sports coaches.  A sports coach continued to lead	on top of two regular PE lessons during the Spring term.  Provided opportunities for less active children, who are perhaps working at a lower ability, to represent the school at non-competitive competitions and sporting festivals.  I pupils in regular physical activity – Chief Medical Officers' guidelines recommend that st 30 minutes of physical activity a day in school  Implementation  Make sure your actions to achieve are linked to your intentions:  Children in Year 5 took part in playground leader training in the autumn term provided by the SGO. These children then led weekly activities for younger children on the playground.  Playground Leaders use Complete PE resources to lead sporting activities and games during lunchtime break.  Implementing the Daily Mile  A full programme of after-school sport was put in place each term by the PE lead. Activities were led by teaching staff as well as sports coaches.  A sports coach continued to lead













and aimed to increase participation through in-school competitions.		

<b>Key indicator 3:</b> The profile of PE and	sport is raised across the school as a	a tool for whol	e school improvement	Percentage of total allocation:
				18%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 ensure PE resources are reviewed, maintained, and used effectively across the school to support good teaching & learning.	Money budgeted for general PE resources.  Continuation of health & fitness	£2910.44	PE and sporting opportunities continue to be well resourced to support high quality practice across school.	To invest in some PE resources for use during breaktimes only in an attempt to preserve the equipment used in lessons and to promote Playground Leaders
To ensure the whole school PE has a regular health & fitness element that supports the school vision in terms of facing challenges and being the best version of ourselves.	lessons as part of PE and PSHE. Investment in new 'Fit for Life' resource as part of PE lessons.		Weekly fitness lessons ensure that PE provides a pathway for children to work towards and achieve the school vision.	games.
To ensure that the implementation and review of the Sport Premium strategy is shared and monitored by governors.	Sport Premium monitored and reviewed as part of governor meeting agendas.		Governors are aware of key expenditure and areas of development within PE & sport.	
Assess and track children's mental health and wellbeing across school to help	Use of the Leuven scale to assess and support children's mental health and wellbeing.		Whole school Leuven scale (i.e. teacher assessing children on a 1-5 scale on their involvement and wellbeing and tracking and supporting	















Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Intent	Implementation		Impact	12%
Key indicator 4: Broader experience o	f a range of sports and physical activi	ties offered to all	pupils	Percentage of total allocation:
As investment in new fitness resource 'Fit for Life' is a recent development (June 2022)- support and monitor the implementation of this throughout the upcoming autumn term. Consider buying in additional CPD (if required).			Pupil's achieving a grade 3+ and above for involvement and wellbeing continues to be high:  Most recent assessments (summer 2022) show:  Involvement = 32% EXS (4) 68% GDS (5)  Wellbeing =26 % EXS (4) 74% GDS (5)	
support them in this through sport and well-being activities.			them) assessment data shows the following:	













To engage in an intra-school, inter-	To continue to combine Leeming and		All children have had access to a	Continue to provide and further
school & House competitions in a wide	Londonderry's school sport week with	£1948	range of new and different sporting	develop this opportunity to
•	Crakehall Diskhill and Dramaton			
range of sports & activities	Crakehall, Pickhill and Brompton		opportunities to help engage them	broaden children's experiences of
	schools.		further with these activities. Some of	1
To provide a broader range of sporting			these include:	Curriculum.
activities for children to engage with	Introduce a range of sporting			
beyond those provided within the	opportunities beyond the national		Quidditch	
National Curriculum for PE.	curriculum for PE.		Bench ball	
	Compete in an 'intraschool'		Playground challenges	
	Federation competition for sport's		French boules	
	week and sport's day.		New-age Curling	
	week and sport 3 day.		ivew-age curing	
	Budget for additional resources to		All children have had the ennertunity	
	1		All children have had the opportunity	
	provide sporting opportunities		to take part in an intra-school	
	beyond the National Curriculum		competition.	
	Allocate leadership and management			
	time required for preparation.			

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
				4%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:













As inter-school competitions begin to	Ensure a budget has been set to	6700	All pupils in Year 5 and 6 have	Continue to engage in the vast
resume throughout the academic year-	support the resourcing, organisation	£700	competed outside of school in an	majority of inter-school
engage in the vast majority of these again	and supervision of the competitions		inter-school competition at least once	competitions and ensure all
and ensure all children have an	on offer during this academic year.		(most have competed more than	children have an opportunity to
opportunity to represent a team and			once).	represent a team and attend a
attend a competition during their time at	Ensure staffing available to attend			competition during their time at
school.	and support events.		The school has achieved gold award	school.
			in the most recent School Games	
			Mark application – July 2023.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	E.Dennis
Date:	19.7.23
Governor:	
Date:	











