

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 sustainable improvements the and Physical Education, School Sport and Physical Activity (PESSPA) the quality of 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.

Please visit gov.uk for the revised DfE guidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend. 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 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. The funding should be spent by 31st July but the DfE has stated that there will be no clawback of any unspent money so this can be carried forward into 2023/24.

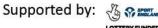
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.

Created by:















Details with regard to funding Please complete the table below.

Total amount carried over from 2021/22	£547.46
Total amount allocated for 2021/22	£19,740
How much (if any) do you intend to carry over from this total fund into 2022/23?	£547.46
Total amount allocated for 2022/23	£19,520
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 20,067.46

Swimming Data

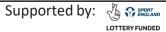
Please report on your Swimming Data below.

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 2023. Please see note above	95%
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%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96.6%
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 – but allocated from 2021/22 so included in last year's reporting document













Action Plan and Budget Tracking

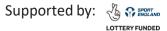
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated	:	
Key indicator 1: The engagement of <u>a</u> primary school pupils undertake at le	Percentage of total allocation: £8707.04 44%			
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:
For more our pupils to participate in physical activity and sport. This is more likely if pupils use equipment that is suitable sized as they experience success leading to more initiative to be active.	Purchase suitably sized footballs to enhance our offer.	£186.99	More pupils engaged in this activity. Positive comments about 'the new balls' as referred to by the pupils.	Encourage others to get involved through scaled games, adapted games and other ways of using this equipment.
For more pupils to engage in physical activity outside of school hours.	Employ specialist sports coaches to deliver after-school sports clubs that are fully funded.	£3280	financial outlay. We also offer a variety of sports including traditional and alternative. E.g. on offer this year has been ultimate	Continue to offer after school sports clubs for free as many using the funding as it encourages many of our pupils to attend who do not necessarily have access to such clubs outside of school due to cost. Maintain positive links with the coaching company to promote their active holiday camps and sports clubs. Keep a better record of the demographic of pupils who attend so that certain clubs can be targeted to specific individuals. Continue to seek the opinions of













the least active pupils regarding clubs they would like on offer to improve take-up for these individuals. For all pupils to feel safe participating in Company in to check the safety of our All equipment safe and can be used Continue to monitor and £30.05 physical activity and sport in school. equipment and suggest improvements effectively. Pupils feel safe, staff feel encourage staff to report health comfortable using equipment. and safety concerns to ensure the if necessary. Profile of PE remains high as the highest standard of equipment leguipment is of a high standard and land therefore an effective PE and maintained effectively. sport offer £1080 Targeted PE interventions delivered by Remind pupils of successes in their For our least active pupils who may be Data taken from mini assessments less confident or competent in PE and highly qualified coaches for specific that were taken at the start and end PE lessons. Teachers to observe sport to improve their knowledge, skills pupils. 41 pupils were selected from of the intervention to monitor some of the interventions so that Reception, Year 1, Year 2 and Year 3 as progress. (Green highlight means and therefore confidence. Improved they too can continue this offer. confidence in PE and Sport is more likely we believe that plugging these gaps improvement based on the test that Maintain links with the coaching to lead to increased participation in sooner will make a greater impact long was done) company to deliver similar physical activity long term. term. We had intervention groups for: Reception aerobic fitness group: interventions next year. 100% of pupils improved their aerobic fitness (including running). Continue to promote physical balance, throwing and activity to pupils. Maintain these running time. Average improvement: -10 seconds catching/coordination and mixed gross pupils' confidence by offering opportunities for them to motor skills. Reception balance group: rehearse these skills regularly. 7 out of 8 pupils improved their balance time. 1 out of 8 maintained their time. Average improvement: +4 seconds Year 1 aerobic fitness/running group: 100% of pupils improved their time. Average improvement: -8 seconds Year 1 gross motor skills/jumping: 100% improved their time Average improvement: -4.5 seconds Year 2 throwing and













catching/coordination group: 100% of pupils improved their score Average improvement: +6 Year 3 throwing and catching group: 6 out of 8 improved their score 1 out of 8 maintained their score 1 out of 8 reduced their score by 1 Average improvement: +5 Installed in summer 2023 so impact In September 2023, all pupils £2999 Fore pupils to be active at break and Encourage active playtimes by not evidenced with the pupils vet. complete 'gym inductions' before lunchtime, including those who are purchasing outdoor gym equipment. However, initial excitement from receiving a 'gym membership currently our least active pupils. card' to stick in their homework pupils who were liaised with when £1131 deciding on the key equipment to diaries to understand how to use For pupils to consider life long physical purchase. Expected impact: the equipment safely and which activity through building strength. Alternative physical activity that muscle groups they are targeting doesn't rely on sport-specific while using each piece of movement skills such as equipment. Provide pupils with a coordination may increase the range of ideas/circuits they may number of pupils who are willing to wish to replicate in their own break/lunchtimes. Set high be active at break/lunchtime. Strength based may appeal to a expectations for using the different group of pupils who may equipment with regard to find cardio activity more behaviour and safety. challenging. Consider showing pupils various role models from different sports/activities and model how and when and why they would use equipment like this – link to athletes conditioning – to spark motivation (particularly use varied shape and size role models). Create 'gym leaders' who take shared responsibility for modelling how to use the equipment and promoting effective use, as well as for encouraging inactive pupils to













				take part at break/lunchtime 0 ensure these gym leaders represent a range of pupil groups including the least active.
Key indicator 2: The profile of PESSP	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				£1498.34 7.5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and 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:
For pupils to be able to recognize how sporting events can be used as a driver to support charities.	DanceFest — a dance festival that all pupils took part in across the school. The event was planned to raise money for the Grace Kelly Childhood Cancer Trust inspired by one of our ex pupils. The event was used to celebrate 'all things dance' and work was done with the children to reflect on how this event can help raise money for charity. The event took place on school grounds but we had a huge stage and sound system delivered making it the highlight of the community.	£1,498.34 (share of funds spent for DanceFest)	All pupils had a memorable experience showing how sporting events can be used to raise money for vital charities. Community development opportunity Positive links with staff and parents, as well as external dance schools. The event inspired some lovely writing. Here is a sample of a Reception pupil's work following DanceFest:	Continue this legacy by repeating similar festivals for charity biannually. Share details of the dance schools that helped coach the children so pupils can join outside of school. Maintain strong links with these dance schools.



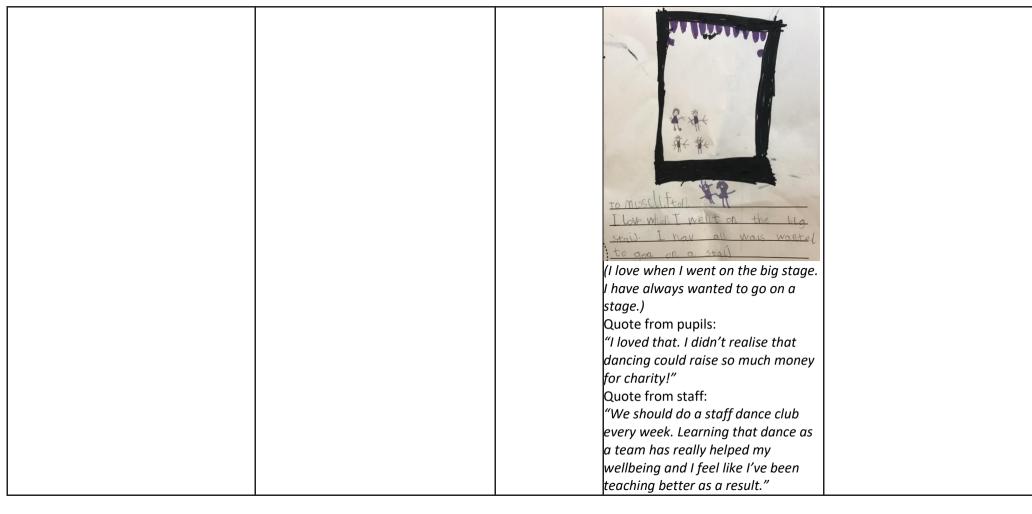










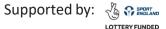


Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1558.34 7.8%
Intent	Implementation		Impact	7.0%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:













For staff to improve their dance abilities through observing specialist dance coaches choreograph and teach to the nunils and how to form a dance altogether. Develop own dance knowledge and skills through a staff dance

DanceFest – a dance festival that all pupils took part in across the school. The event was planned to raise money for the Grace Kelly Childhood Cancer Trust inspired by one of our ex pupils. The event was used to celebrate 'all things dance' and work was done with the children to reflect on how this event can help raise money for charity. The event took place on school grounds but we had a huge stage and sound system delivered making it the highlight of the community. Various dance schools in the area choreographed and taught dances to each class with the teachers present. Teachers were then responsible for rehearsing the dance with their class, learning the steps and how to support children in practicing this. 20 of our staff attended the staff dance training sessions developing their own skills, knowledge and confidence and performed on stage in front of pupils, parents and the wider community.

£1.498.34 (share of funds spent for DanceFest)

Staff asking for the club to continue as it enhanced their skills, improve wellbeing and developed sense of community.

Teachers reporting that they can see Iroutines in a central location on how a dance 'comes together' now. Staff reporting that they will replicate can view dances and pick up ideas some of the moves in future motifs. used in PF

Improved confidence of staff in performance which can be modelled to the pupils.

Positive role models developed – if the teacher can do it, the pupils are more likely to do it.

Quote from staff:

"I can't wait to show the children some of these dance moves in our PE lesson and let them adapt it." "It was really useful to see from the dance coaches how you put a dance together and make it look professional while still having the children's ideas."

Encourage pupils to use some of the moves in future motifs in PE dance lessons

Sharing of knowledge – dance the shared OneDrive area so all to use

For staff to improve their knowledge and Our staff induction process skills teaching gymnastics to ensure the highest health and safety standard and good quality teaching and learning.

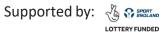
highlighted a teacher who was not as | f60 confident teaching gymnastics safely. Booked a place on the SSP ran gymnastics course and she attended.

Teacher reports feeling much more confident. Improved planning of gymnastics, safety standards met. Improved teachinn and learning of gymnastics in this year group. Knowledge shared with year partner

Continue to share this knowledge with staff. New year partner for this teacher next year so knowledge and skills can be shared. Teacher to have input into SLT led gymnastics training











			during collaborative planning. Quote from the attending teacher: "It all makes sense now, I know how to 'go with it' and how to teach some of the key gymnastics moves and skills, as well as a structure to a gymnastics lesson."	later next year. Resources shared on shared OneDrive system.
Key indicator 4: Broader experience o	f a range of sports and activities offe	red to all pupils		Percentage of total allocation:
				£4662.29 23%
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:
For all pupils to have an opportunity to perform in front of others.	DanceFest — a dance festival that all pupils took part in across the school. The event was planned to raise money for the Grace Kelly Childhood Cancer Trust inspired by one of our ex pupils. Every single child, including those who had never danced before, those who previously had stage fright, those with additional needs, all pupils learnt a dance in their class and every child happily got on stage to perform in front of the school, the parents and the wider community. The event was used to celebrate 'all things dance' and work was done with the children to reflect on how this event can help raise money for charity. The event	£1,498.34 (share of funds spent for DanceFest)	received from nunils and narents	Share details of local dance school with parents via Arbor (MIS). Encourage continued participation through offering school dance club – discussions with one local dance school already about this. Remind pupils of their successes and how they conquered fears to encourage them to try other sports or physical activities.













	took place on school grounds but we		Quotes from parents:	
	had a huge stage and sound system		"Since DanceFest, my son has been	
	delivered making it the highlight of		role-playing and now he definitely	
	the community. Various dance		wants to join a dance club, I've just	
	schools in the area choreographed		signed him up to one. Yesterday's	
	and taught dances to each class with		event was a great taster to get him	
	the teachers present. Teachers were		into it."	
	then responsible for rehearsing the			
	dance with their class, learning the		"Such fantastic spirit and a great	
	steps and how to support children in		opportunity for all."	
	practicing this. 20 of our staff			
	attended the staff dance training		Quote from staff:	
	sessions developing their own skills,		"I can't believe… got on that stage.	
	knowledge and confidence and		They were amazing! I've never seen	
	performed on stage in front of pupils,		them that confident."	
	parents and the wider community.			
			Quotes from pupils:	
			"I have never done anything like that	
			before ever! I definitely want to do it	
			again."	
			"I've asked my parents about joining	
			a dance school now."	
	Improvements and amondments		All aguinment able to be used	Continue to promote the use of
	Improvements and amendments		All equipment able to be used	Continue to promote the use of
To ensure the highest standard of	made to the wall bars for gymnastics to enhance our PE offer.	£59.95	effectively in PE lessons which increases movement time during	this specialist equipment.
equipment to provide a varied	to enhance our PE oner.		lessons and allows all pupils to	
experience for all as part of PE lessons.			experience a varied gymnastics	
			curriculum.	
			carricalarii.	
	Enhance our orienteering provision by		Cross-curricular orienteering	As we become more familiar with
	purchasing resources including quoits	£85	1	the cross-curricular orienteering
For all pupils from Reception to Year 6 to	so that the 'cross-curricular		effectively in all year groups,	lessons, enhance our provision to
nave access to high quality orienteering	orienteering' programme that we		including when there is a 'clash' in	ensure the best possible
as part of a broad, balanced PE			<u> </u>	'













curriculum.	purchased last year can be delivered with the right equipment. As above, put purchasing specifically coloured cones for some of the mapping tasks in orienteering.	£20	timetables. There is sufficient equipment to meet the demands of this scheme with multiple year groups leading the lessons at the same time. Programme has been followed effectively. Teachers reporting positively about the lessons.	experience for our pupils.
For all pupils to experience a varied sport and physical activity offer to find something they enjoy that they are more likely to continue lifelong.	Discussions with past pupils and current inactive pupils revealed that they like the idea of building strength "like people do in the gym", one pupil reported. Purchase outdoor gym equipment to replicate the experience of a real gym with equipment that helps build strength.	£2999	Fitted summer holidays 2023 so impact not seen with pupils yet. Expected impact: More pupils being active at break and lunchtime as our offer includes noncardio based activities.	In September 2023, all pupils complete 'gym inductions' before receiving a 'gym membership card' to stick in their homework diaries to understand how to use the equipment safely and which muscle groups they are targeting while using each piece of equipment. Provide pupils with a range of ideas/circuits they may wish to replicate in their own break/lunchtimes. Set high expectations for using the equipment with regard to behaviour and safety. Consider showing pupils various role models from different sports/activities and model how and when and why they would use equipment like this – link to athletes conditioning – to spark motivation (particularly use varied shape and size role models). Create 'gym leaders' who take shared responsibility for













		modelling how to use the equipment and promoting effective use, as well as for encouraging inactive pupils to take part at break/lunchtime 0 ensure these gym leaders represent a range of pupil groups including the least active.

Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
				£174.80 (*see note below) <1%
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:
* Note, the funds used to pay for coaches to run fully funded after school sports clubs (allocated to key priority 1) has also contributed towards improvement in the number of pupils participating in competitive sport. Each half term, 100 pupils take part in the clubs each week, with new clubs and new pupils taken half-termly. Over the year, that provides opportunity to 600 pupils – more that our pupil numbers. Many have commented on how they have since joined the coach's competitive football club outside of school.				













they don't already do this outside of	Subscription to Redditch School Sports Partnership which grants us access to various sporting competitions.	£34.80	attended by pupils. Pupils selected based on interest but also those who don't get the opportunity outside of school. Positive comments received from pupils regarding the competitions and how they have been inspired to join leagues outside of school.	Maintain and improve attendance at sporting competitions in the area. Consider planning in advance all the events that will be attended across the year to ensure variety in sports, age categories and abilities. Maintain links with local clubs and continue to share information about competitive opportunities with parents via Arbor. Continue to identify talent amongst pupils and direct them towards local opportunities. Train staff in how to spot talent by encouraging use of our assessment key performance indicators and what greater depth may look like in PE/sport.
	Pay for transport to take 30 pupils to a KS1 cricket tournament.		opportunities. Links with local clubs.	Shared details of the club with parents across the school to maintain strong local links.

Signed off by	
Head Teacher:	Janine Burton
Date:	20 th July 2023
Subject Leader:	Emma Clifton
Date:	20 th July 2023
Governor:	
Date:	
Created by:	Physical Active Partnerships Partnerships Partnerships Port TRUST Supported by: Output Description D















