

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 make additional and sustainable improvements must use the 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:

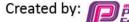
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects: 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.

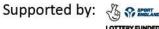
Schools are required to publish details of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2023.

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	£4944
Total amount allocated for 2022/23	£16880
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ <mark>3968</mark>
Total amount allocated for 2022/23	£21824
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 17856

## **Swimming Data**

Please report on your Swimming Data below.

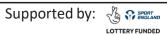
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances 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?	87%
<b>N.B.</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	
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	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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?	<mark>Yes</mark> /No















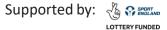
## **Action Plan and Budget Tracking**

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:	Date Updated:		
<b>Key indicator 1:</b> The engagement of <u>all</u> popularly school pupils undertake at least	Percentage of total allocation: 57%			
Intent	Implementat ion		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:
	Employment of ground maintenance to maintain safe grounds throughout the year.	£2695	There has been a continual provision for all children to interact with sporting activities within the school grounds. Onsite additional outside activities throughout the year for all but it has especially allowed the younger pupils from EYFS and KS1 to access physical activities without having to go off site. KS2 provisions have continued, albeit in smaller groups during times when weather conditions have prevented the use of offsite provisions. Maintaining a safe a usable site has promoted more physical activities during lunch and break times. Allowing children to develop their skills and work as a team with increased independence. The introduction of Sports Ambassadors has supported the timetabling of activities during these times and encouraged older children to mentor younger children developing skills and team skills.	maintenance to ensure a safe environment for physical activity across the school and curriculum.  Ensure continual use of the area with all staff for shorter physical activities during the school day.  Continue to develop the role of Sports Ambassadors to timetable activities for lunch and break in











			The ability to be release energy and participate in physical activities with peers is supporting concentration and focus within the classroom. This is particularly evident in KS2	
Provide a provision of sensory circuits and movement breaks for children with additional need and expanding this through to whole class activities to promote wellbeing and improved focus for all children.	TA 30min per day x 39weeks across all year groups to deliver and support a regular a structured format for sensory activities.	£1695	children are in a good place both mentally and physically to engage in learning and develop gross and fine motor skills.  Developing skills in a small nurturing environment and booted self-esteem amongst some children allowing	
ELSA	Training and support for this provision, extending to specialised support for EYFS.	£301	across the school. Allowing trained	













			the difficulties seen later on in school.	
Financial support towards swimming costs for year 2 children	1 x weekly throughout the academic year-		Regular swimming offers an additional physical activity, which is often hindered in school, especially during winter, due to PE facilities being off site As our school is located close to The River Thames and most children live in the village, it is felt of high importance that children are taught to swim at an earlier age as having basic swimming skills could potentially be a life saver for them. Outcome 88% 10m front and back 79% 20m back and front	Provision to be continued for as long as possible. Due to our close proximity to the river and this being a life skill. Should fund decline, a larger offset to parents will be considered.
	60 chns jackets in a range of sizes plus 8 adult jackets. Printed with school name.	£455	This has ensured high level of safety when walking to and from offsite activities. The jackets are also used for our Community Mile walks in KS2 around the village. Teachers feel more confident when out and bout with the children as they are clearly visible. Jackets are also worn by adults on break duty so children can easily spot adult support if needed.	larger sizes for our UKS2 children and additional jackets for staff.













Financial support towards year 5	1 x weekly during summer term	£1250	Due to the Covid 19 pandemic, concerns were had that these children had lost opportunities to maintain or develop water confidence that they had been exposed to prior to the pandemic. Lack of local public swimming facilities at this time if also prohibiting families form engaging in this activity. As our school is located close to The River Thames and most children live in the village, it is felt of high importance that children are water confident as this could be a lifesaving skill.  Lesson outcomes:  I child refuse to enter the water throughout the unit. She does struggle with high anxiety and we do know she is able to swim  Of the other 13 children 86% 10m on their back 100% 10 m on front 86% 20m on front and back	
Additional lunchtime staff throughout the week	1x 1hr Daily to promote organised games and sports, focusing on our more vulnerable and less confident children.	£2446	This provision has continued to have a positive impact on children's confidence to have ago. Their ability to work as team and their understanding of fair play has risen. It has also formed new friendships for many children and supported behavioural issues for others, which	It is important for us as school to maintain this support and provision. We are school with a high percentage of children with additional needs and this has ensured a calmer environment and offered opportunities for all children to develop their gross motor and sporting skills in an















			can often impact on the break/lunch time experience of others. There is a calmer presence at lunchtimes creating a more pleasant and safer environment for all. In addition, it has promoted inclusion for all, ensuring children of all abilities are involved in the same activity, encouraging peer on peer support. This has seen new friendships being formed and this relationship continuing outside of the playground environment.  As a direct result children are returning to class in a calmer manner and are more focused and ready to learn for the afternoon lessons.  We have also had a rise in the range of children that are representing the school in sporting activity, with hidden talents being released.	
Key indicator 2: The profile of PESSPA be	ing raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				18%
Intent	Implementat ion		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:













Individual children within UKS2 had Maintain the role of Sports Cost of t-shirts in house colours and £70 been identified as having an Sports Ambassadors Ambassadors, involving last year's printed with Sports Ambassador on exceptional talent in a sporting area Ambassadors with the selection of or 2. Coincidentally, 3 of these 4 hack new candidates children also have additional needs Obtain constructive feedback and preventing them to excel fully in input from the Ambassadors as to some curriculum areas alongside what they would like to promote within the school for sporting their peers. Having been given the role of Sports provisions. Ambassador which involves, supporting PE lead on sporting events, supporting with planning and delivery of lunch and break activities, preparing equipment ready for PE lessons, has boosted these children's self-esteem immensely. They have become more confident around their peers; they are seen by all children as a positive role model for sport. Parental feedback has been incredibly positive with one parent, thanking us for recognising and celebrating their talent outside of the classroom environment. Ensuring all children can access an Continue to offer and maintain a Equipment and repairs Replacement of damaged/worn activity at some time through the larger range of sporting activity £1414 year appropriate to their ability and leauipment. suitable for all. Purchase of new equipment to be Continue to replace damages/lost development inclusive of all ages and abilities and Less sharing of equipment to equipment to maintain good lintroduce a wider range of sporting maintain concentration and engagement and behaviour during activity across the school year. engagement in lessons. Improved lesson. Repairs to damaged and unsafe Investigate the costing of a larger behaviour due to momentum being maintained. Development of skills more practical storage area for leguipment. leading to implementation of team equipment to avoid unnecessary













games with appropriate rulings,

damage and easier access for all.

			particularly important in the preparation of our UKS2 pupil and their transition to secondary education.	
Additional TA staffing to support KS1 children to offsite provision	1 x1.5hr weekly	£1052	skills and wider space to broaden activity choice. Increasing children's awareness ow being outside in a group in preparation for KS2. Children's confidence to participate in structured sports activities and development of skills. Using the	Maintain additional support for KS1 children especially in the Autumn and Spring Term to support children transitioning up from FS2. Continue to develop the youngers children participation in sporting games alongside skills to develop confidence in participation and increase teamwork skills.

Key indicator 3: Increased confidence	Percentage of total allocation:			
	11%			
Intent	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 continue and improve confidence and understanding of delivering PE sessions, particularly for ECT staff.  Allow for regular offsite activities for KS2 children allowing children to fully engage in sports and team games, where there is more space for pupils to develop and exercise.	members of staff to allocate some of this time to up-levelling their own skills.  1 x TA to assist with outside coaching-1 x 2.5hrs x 39 weeks, to cover both KS2 classes		site when weather permits, more impact during the lessons and a wider range of activities and skills can be	safe and productive delivery of PE lessons, especially in KS2
<b>Key indicator 4:</b> Broader experience o	f a range of sports and activities offe	red to all pupils		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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: 6th annual sports week held- offering all pupils a chance to experience a range of different and new sports	Visit from Olympic Athlete and training session.  1hours Lacrosse coaching session for each class- offering an introduction to a new sport  1hour session of Parkour for every class at Virtue Gymnastic Club- a local leading club in Parkour A session of cricket coaching, from the local cricket club, for each year group-	£519	promote the importance of benefits of sport for out mental health and personal well-being. We have received a very positive response from both pupils and parents. Some children are keen to participate in additional sports activities outside of school and some have consider rejoining a sport that they previously stopped.  Local cricket club were very keen to	sports are available locally for children to continue with should they so wish. Prioritise water activities for KS2











culminating to an inter house cricket demonstrated a natural flair in this coaches as possible PE provision, competition in the afternoon due to the lack of space to offer sport. this safely to children within our Sports day event, the first in 3 years Alongside the activities children held school. for all children. EYES on site, KS1 at debates on Sportsmanship, worked on teamwork and discussed gender offsite location am and KSs at offsite location pm equality in sport. Unfortunately, we were unable to secure water activities for this year, we will investigate for next year. Positive links with local sports clubs and facilities have continued to be utilized maintaining strong connections for continual support. Sports Ambassadors and House Captains had leading roles in organising and delivering sports day. Promoting organisation skills, communication skills with both peers and adults, commitment and being a positive role model in sport. This year our sports day was very much child led. Children had an opportunity to 1 day at Adventure Dolphin Climbing If we could secure this again for experience a new activity that £205 Climbing wall experience wall for KS1 children. next year, we have identified that required the use of all limbs and To promote gross motor skills and promoted coordination and resilience, this may be of benefit for children self-confidence post Covid 19 Children accessed this in small groups transition from EYFS to KS1 who of 12 with a familiar adult, promoting we have already identified as confidence and engagements. having gross motor and Some children have experienced coordination difficulties. further climbing sessions outside of school in local facilities.













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				10%
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:
Lunch time provision of a trained sports coach	1 x weekly	£800	sporting skills and mini games. To focus on up-leveling core skills prior to school events, eg football and netball tournaments.	This is a rich provision that has seen a positive result. To develop this further, we would like the coach to involve the Sports Ambassadors within the delivery of these sessions
Additional staffing support for extra- curricular and inter-school competitions	The need for extra staff to support additional coaching and practice of sports prior to an event, especially for	£916	-   -   -   -   -   -   -   -   -	It is important that as a school, we maintain the enthusiasms of our children to want to participate













Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	













Date:		











