

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Swimming provision is high quality, leading to excellent outcomes for pupils.</li> <li>GOLD School Games Mark has been achieved for our commitment to providing a wide range of sporting opportunities for our pupils.</li> <li>Our children have competed in their first tournaments in the school's history.</li> <li>Year 5 and Year 6 pupils visited the Women's England Team at St. George's park, which inspired our boys and girls to participate further in football.</li> <li>Termly enrichment days, involving the whole school community has helped to raise the profile of physical activity further.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to signpost pupils to local clubs, resulting in a healthy lifestyle being developed.</li> <li>Develop the provision of a range of sporting equipment so that the children still have access to high-quality equipment.</li> <li>Make use of external coaches to introduce 'inclusive sports' to our school, leading to increased inclusion and participation.</li> <li>Provide leadership opportunities for pupils and increase activity levels as a result (Play Leaders).</li> <li>Further develop the early gross motor skills of our EYFS pupils.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	5 pupils in Y6
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated: £22,590</b> <b>(including carry forward of £6000)</b>		<b>Date Updated:</b> 21 <sup>st</sup> July 2023	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 22%
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?:
<p>Increased participation in physical activity at breaktimes, through the development of a wider range of games and activities.</p> <p>Specific training for Y5 and Y6 to develop roles as Play Leaders.</p>		<ul style="list-style-type: none"> <li>○ Ensure a wide variety of high-quality equipment is available to all pupils at breaktimes.</li> <li>○ Provide training to Y5 and Y6 pupils in sporting leadership and how to deliver a structured play session.</li> </ul>		£5000	<p>Pupils undertook a minimum of 30 mins physical activity during the school day.</p> <p>Pupils will have leadership skills which will support their transition to high school; increased participation in physical activity for EYFS and KS1 pupils.</p>
					<p>All pupils (100%) undertook a minimum of 30mins physical activity per day, through the provision of updated equipment. The pupils were also introduced to a broader variety of sports (i.e. ultimate frisbee and handball), which engaged pupils previously less inclined to join in.</p> <p>6 Sports Leaders have been fully trained in designing fun, physical games for other pupils in the school. This in turn helped to raise the number of active minutes for the youngest pupils in the school.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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:
Member of staff to attend the county conference for PE to gain learning and information on how to effectively use the sports funding and PESSPA.	<ul style="list-style-type: none"> <li>Accelerate Learning Services to be used to book a place on the county conference during Summer 2022.</li> </ul>	£500 course and related materials	School will be fully updated with latest legislation and actions for the future.	This is unable to be attended due to unforeseen circumstances, however further engagement with Accelerate Services and the Stafford School Games organiser will take place in Autumn 2023.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				38%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Employ PE specialists through Bee Active to deliver high-quality PE curriculum sessions alongside staff to provide CPD.  To continue to fully embed and implement the planning and assessment systems for PE to track pupil progress and make accurate attainment judgements.	<ul style="list-style-type: none"> <li>○ Staff and Bee Active coaches work closely to plan and deliver a balanced PE curriculum, as per the school policy.</li> <li>○ Bee Active provide training to staff so that the assessment system is utilised fully and accurately.</li> </ul>	£8500	<p>Learning support staff (including new staff) develop their knowledge and understanding in physical education, with a focus on skill development.</p> <p>Assessment information provided to staff, who are confident in making judgements on attainment and progress.</p>	<p>Teaching assistants have been trained by a sports coach in how to develop gross motor skills in pupils across the age ranges. This has led to further development of skills during breaktimes and during continuous provision.</p> <p>The school has introduced the 'Honeycomb' planning and assessment system, which has improved our tracking and assessment of pupils.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				36%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

Develop the outdoor area further, so that children are able to develop their co-ordination and balance skills further.	○ Development of additional outdoor equipment which is contrasting to our current provision.	£7000	Children have increased balance and co-ordination skills, which they are able to transfer into other physical activities and sports.	Additional low-level climbing equipment has led to increased physical activities, with a rising number of pupils spending their free time at climbing walls (Clip 'n' Climb) and becoming more active outside of school.
Plan a programme of after-school provision which is wide-ranging.	○ Ensure sports / activities are diverse and places are funded for targeted pupils.	£600	Pupils who do not normally participate have raised levels of engagement.	
Achieve Gold School sport quality mark again,	○ Check the Gold Award criteria and ensure actions are leading towards achievement of the mark.	£500	Inclusive sports will have been explored in curriculum sessions; further work on this to take place during the next academic year; children have a developed understanding of inclusivity.	Gold Award for 2022-2023 has been achieved; second year in a row.
Provide children with opportunities to participate in a range of inclusive sports (Boccia, Goalball etc).	○ Curriculum sessions to include some element of inclusive sports.			Inclusive sports need to be developed further through curriculum provision.

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 11%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Provide transport to local sporting competitions (no minibus due to school size).	<ul style="list-style-type: none"> <li>○ Make links with other schools with minibuses to establish a loan arrangement.</li> <li>○ Use local coach companies to provide transport to competitions where required.</li> </ul>	£2500	Transport is not a barrier to participation.	Parents have seen the positive impact participation has had for the pupils and as a result have supported in providing transport when needed; this makes participation in the future viable.

Signed off by	
Head Teacher:	C Ashton
Date:	21 <sup>st</sup> July 2023
Subject Leader:	As above
Date:	As above
Governor:	
Date:	