



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 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 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.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click HERE.

Created by: Supported by:

**Details with regard to funding**

Please complete the table below.

|  |  |
| --- | --- |
| Total amount carried over from 2020/21 | £0 |
| Total amount allocated for 2020/21 | £18,000 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £18,300 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £18,300 |

**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 2021.  Please see note above | 66% |
| 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 | 60% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 64% |
| 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 |

**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.

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| --- | --- | --- | --- | --- |
| **Academic Year:** 2021/22 | **Total fund allocated:** | **Date Updated:** | |  |
| **Key indicator 1:** The engagement of all 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: |
| 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?: | Sustainability and suggested next steps: |
| To provide an active lunchtime of 30 minutes per day where children are encouraged to play traditional playground games or sports. | Lunchtime supervisors to encourage children to participate in active play. Equipment to be provided to facilitate games. | £ 4000 | Increased amount of pupils actively taking part in games. Behaviour remains good. Pupils talking and about their games/sports. | Good behaviour has been sustained.  Next step: Staff training to lead and model traditional games. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 6% |
| **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: |
| Intra school competitions held across a week. Events to be planned and co-ordinated by the PE Specialist and PE Leader. | Pupils participate in a range of events to develop and foster a love of all different sports and activities. | £ 1000 | Feedback from the pupils was that they thoroughly enjoyed competing in all the events and trying different sports. More pupils are keen to discuss sports and their experience of them. | More inter-school competitions to be entered where possible. Money used for transport. |

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| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 27% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed? |  |
| consolidate through practice: |  |  |  |  |
| CPD training for all staff for to increase confidence for teaching and develop knowledge and understanding of progression of skills and core teaching. | CPD training and to provide a P.E. Legacy by Creative Development. Teachers’ to be trained in using mapped progressive skills to deliver lessons with clear assessment structure.  Two year buy-in. | £ 4995 | Teachers to teach their own P.E. lessons from Autumn Term 2022 after | Structured approach to teaching and delivering P.E. established with a clear method of assessment.  Next Step is to gather evidence of CPD impact and needs voiced to train further CPD. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 44% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed? |  |
| consolidate through practice: |  |  |  |  |
| Additional achievements:  Increase the amount of swimming experienced by pupils whilst at our school to exceed the national target for pupils by the end of year 6. | Sourced additional swimming organisation in the form of an above the ground swimming pool temporarily be present in school in Autumn Term 1 2022. (Funded from previous allocation)  Instructor and lifeguard provided in cost. Pupils in Years 3,4 and 6 having additional swimming time to ensure competency and to excel if possible.  Electrical installation of socket to enable pool position | £ 6,200  £1, 843 | Lessons baseline and final assessment show pupils are able to reach the expected target at an early point in KS2 to ensure as many as possible exceed expectation and undertake further develop skills and foster a love for swimming. | Lessons to be conducted and evaluated |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 1% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Subscription paid to local groups to allow us to participate in sporting competitions and transportation to and from them. | Subscription paid to ensure we can participate in the Athletics and Cross Country Competitions locally.  Cost of supply to release teachers. | £270 | Hanslope Primary won the Middle Sized School Milton Keynes Cross Country season for the 12th time. | Ensure this excellence continues. |

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| Signed off by | |
| Head Teacher: | Ryan Brown |
| Date: | 30/07/22 |
| Subject Leader: | Laura Goodwin |
| Date: | 30/07/2022 |
| Governor: |  |
| Date: | 30/07/2022 |