

It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

Please visit <u>gov.uk</u> for the revised DfE guidance including the5keyindicatorsacrosswhichschoolsshoulddemonstrate 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.

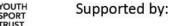
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be <u>no clawback</u> 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	f
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£835
Total amount allocated for 2022/23	£17070
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£17905

Swimming Data

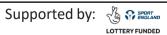
Please report on your Swimming Data below.

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?	75%
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	
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88%
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/ <u>No</u>













Action Plan and Budget Tracking

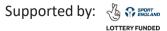
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: £16130	Date Updated:	17/07/23	
Key indicator 1: The engagement of a primary school pupils undertake at le	Percentage of total allocation: 36% £6350			
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:	Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
 To continue to provide opportunities for all children to participate in Forest School for at least 12 sessions across the year. To continue to provide opportunities for Foundation and Year 1 children to participate in Forest School for at least 36 sessions. To provide opportunities for all children to participate in Forest School in at least two settings. To continue to provide some whole day sessions for KS2. 	 specialist – in place. All teachers to take part in Forest School sessions – leading 	£4,800	taken part in at least 12 Forest school sessions.	Sustainability KB and RC have both successfully completed Forest School Leadership Training programme. Both will continue to develop their leadership skills in this field by working alongside outside provider to plan and execute Forest School. However, there are no plans, currently, for KB and RC to take over the running of our FS programme at this stage. Next steps: FS Passports to continue to be developed to capture learning, skills, views, mental wellbeing and as a legacy that will be carried forward.













TOTAL - 16 sessions Children have developed team building, problem solving skills. Evidence: photographs (Google Drive), Forest School Passports. Children have experienced outdoor learning opportunities – inc. opportunities linked to the curriculum. **Evidence:** photographs (Google Drive), Medium Term Plans. Lesson Plans, Forest School Passports. Positive feedback from stakeholders – children, parents and prospective parents. **Evidence:** photographs (Google Drive), Forest School Passports. Children have enjoyed being healthy and active outdoors. Evidence: photographs (Google Drive), Forest School Passports. Children have a greater awareness and working knowledge and understanding of seasonal changes and natural environment, particularly for EYFS. **Evidence:** photographs (Google Drive), Medium Term Plans, Lesson Plans, Forest School Passports. The mental health and well-being of the children has improved.















To continue to provide opportunities	 Annual audit of lunchtime clubs and 	D	vidence: photographs (Google Prive), Forest School Passports.	Sustainability: The year 6 sports
for children take part in a variety of clubs at lunch time. Continue legacy of year 6 sports	 uptake. Y6 to lead sports lunchtimes activities: adults to provide 	lu ne	unchtimes – reducing incidents of egative behaviour. vidence: Behaviour log.	leadership programme to continue with KJ employed to deliver.
leaders through the leadership programme – continue to employ KJ to deliver.	 supervisory support, based on the annual audit. Purchase sports equipment as required. Maintain sports equipment as required. Continue to run Gardening Club – KS1. 	ct op on in E t D	ncreased healthy lifestyles - all hildren will be offered the pportunity to take part in at least ne lunchtime sporting activity, ncluding sports lunchtimes. vidence: Photographs (Google brive) – sports lunchtimes, egisters – lunchtime clubs.	Next steps: Use pupil voice to conduct annual audit of lunchtime club provision and use this to plan clubs across the year.
To increase the opportunities for children to complete a weekly 'Golden Mile' e.g. twice weekly.	 Whole school 'Golden Mile' event to continue on all class timetables, every Friday morning 9am and added to class timetables for a further session in the week TBC. 	es rc sc Fr Ex ol Pc hc pr st	he 'Golden Mile' initiative is well- stablished and embedded outine timetabled across the chool: 8:45am on Mondays and ridays. vidence: Class timetables, bservation. ositive impact on children's ealth and mental wellbeing, roviding a positive and active tart and end to the week. vidence: The children enjoy and ook forward to the 'Golden Mile', upil voice.	Sustainability: The 'Golden Mile' initiative will continue across the whole school on Mondays and Fridays. Next steps: To continue to have the 'Golden Mile' initiative on all class timetables on Mondays and Fridays.













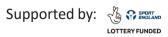
•	Improve continuous provision of	•	Purchase specialised EYFS	£525	Increased physical activities and	Sustainability
	physical development activities in		equipment.		improved motor skills of EYFS	Continued access to the play
	EYFS learning areas.				children.	equipment purchased.
					Evidence: Photographs.	
						Next steps: Purchase larger
						items for EYFS area – RA, FS and
						KJ to compile wishlist.

Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole s	school improvement	Percentage of total allocation: 8%
Intent	Implementation		Impact	£1500
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:
Continue consistent delivery of the REAL PE curriculum – promoting PESSPA through the six cogs: personal, social, health and fitness, cognitive, creative, physical.	 Continue contact with area REAL PE rep. Whole-staff meetings on improving the assessment of the REAL PE curriculum using the Jasmine platform and assessment tools. Yearly subscription to access teaching and assessment materials and Jasmine platform. Seek CPD for use of the assessment tools. Purchase sports equipment as required. Maintain sports equipment as required. 		The REAL PE curriculum is being securely taught across the whole school. Evidence: Medium-term plans, lesson observations, learning walks. Improve teacher practices. Evidence: Medium-term and weekly plans, lesson observations, learning walks, CDP notes (SL and KJ) TAs able to lead small group activities to support progress. Evidence: Class timetables, learning walks. Improve engagement of all pupils in PE lessons due to differentiation. Evidence: Lesson observations, learning walks, assessment, pupil voice.	using the assessment wheels. Using assessment wheels to track progress. Next steps: Audit of PE equipment in July/September showed sufficient sports equipment to support the REAL PE curriculum at













•	To provide a broad range extracurricular activities.	•	Continue to employ KJ to continue to co-ordinate, manage and administer extra-curricular clubs. Purchase any further disciplinespecific sports equipment.	£575	curriculum including: Netball Football Rounders Cricket Dance Sports lunchtimes.	Sustainability: We will continue to audit, review and offer a range of extra-curricular activities at lunchtime and after school. Next steps: Annual audit of extra-curricular clubs. Plan extra-curricular programme 2023-24.
•	Continue leadership programme for Y6 pupils.	•	Continue to employ KJ to deliver 10-week programme, one afternoon per week.	£575	leadership programme. Evidence: Year 6 timetable, medium-term and weekly plans. The year 6 children were able to use their learning to deliver lunchtime sporting activities. Evidence: Observation, photographs.	lunchtime sporting activities and sports lunchtimes (whole school). Next steps: Annual audit of extracurricular clubs run by the year 6

Key indicator 3: Increased confidence	Percentage of total allocation:					
	6%					
Intent	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 renew REAL PE subscription. 	 Continue contact with area REAL 	£350	The REAL PE curriculum is being	Sustainability:
	PE rep.		securely taught across the whole	We will continue to purchase a
	 Whole-staff meetings to review 		school.	whole-school subscription to the
	delivery of the REAL PE curriculum	1	Evidence: Medium-term plans, lesson	REAL PE platform and curriculum.
	and use of the Jasmine platform.		observations, learning walks.	
				Next steps: SL to disseminate CPD
			Improve teacher practices.	(assessment wheels) to staff. SL
			Evidence: Medium-term and weekly	to create a reference document
			plans, lesson observations, learning	for using the assessment wheels.
			walks, CDP notes (SL and KJ)	Using assessment wheels to track
				progress.
			TAs able to lead small group activities	
			to support progress.	Next steps: Audit of PE
			Evidence: Class timetables, learning	equipment in July/September
			walks.	showed sufficient sports
				equipment to support the REAL
				PE curriculum at that time.
			PE lessons due to differentiation.	However, following an external
			• Evidence: Lesson observations,	audit of our PE (April 2023), some
			learning walks, assessment, pupil	large items of PE equipment
			voice.	require replacing.
 To continue Forest School CPD for all. 	 All teachers to take part in 	£800	Teachers continue to improve skills	Sustainability:
	Forest School sessions – leading		and competence in leading some of	We will continue to engage with
	activities and groups.		the low-risk outdoor education	external forest school provider to
	 KB and RC to complete forest 		activities under the management of	co-plan and lead the forest school
	school leadership training.		the outside provider.	curriculum programme across the
	 KB and RC to begin to lead 		Evidence: Lesson plans, photographs.	school. RC and KB will continue to
	additional sessions for Y6.			develop their forest school
			Teachers have actively collaborated	leadership skills.
			with external FS lead – JH – to plan	
			sessions linked to the curriculum.	Next steps: Consider including a
			Evidence: Medium-term and weekly	weekly forest school update as a
			lesson plans.	standing item in the weekly news
				letters to augment the awareness
			Forest school leadership training	of all stakeholders of the benefits













	successfully completed by senior leaders - KB and RC. Evidence: Course certificate.	of and learning at forest school.

Key indicator 4: Broader experience o	f a range of sports and activities offe	red to all pupi	S	Percentage of total allocation:
				36%
Intent	Implementation		Impact	£6355
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:
Extra-curricular sports clubs available after school for all children in years F to 6.	Employ KJ to co-ordinate, manage and administer extra-curricular clubs – see above.	£575	An enriched extra-curricular sports curriculum including: Netball Football Rounders Cricket Dance	Sustainability: We will continue to provide a programme of extra-curricular activities after school, delivered both in-house and by external providers. We will continue to employ a sports coordinator to plan, manage and administer extra-curricular clubs. Next steps: Annual audit of extra curricular clubs. Plan extra-curricular programme 2023-24.













To incorporate mental health and wellbeing sessions into the school day for all children from foundation to Year 6.	 Employ mental health lead. Mental health lead to undertake accredited CPD. MHWB sessions added to timetables daily across whole school. 		Evidence: Wellbeing journals, discussions, pupil voice.	Sustainability: MHWB lead will continue to drive emotional literacy across the school. We will continue to include a dedicated MHWB session into the daily timetable across the whole school. Next steps: To create and implement a MHWB policy. To engage all stakeholders in the five steps to wellbeing.
Y6 pupils to continue to plan and execute PE lessons for F/Y1 based on their leadership programme.		leadership programme costs.	The year 6 children have planned and delivered PE lessons to the F/Y1 children, using the skills acquired	
 Remain part of the Sports Affiliation greater access to sports tournaments and competitions. 	 Attend annual West Berks annual conference. Employ KJ to complete the relevant administration. 	£3780	organised by the reinstated. • Access to sports coaches for	Sustainability: We will continue our subscription to and membership of the LA Sports Affiliation.
Key indicator 5: Increased participatio	Percentage of total allocation:			
				4%
Intent	Implementation		Impact	£775













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:
 A sports coordinator used to organise events, experiences, clubs, competitions for all children. 	 Employ KJ to manage, organise and administer. See above for details of all events, experiences, clubs, competitions for all children. 	£775	All children have been offered at least one opportunity to take part in a sporting event, experience, club or competition. Evidence: Letters to parents, registers.	Sustainability: We will continue to employ a sports coordinator to plan, organize and administer the events, experiences, clubs, competitions for all children.
 Access to sporting competitions for all pupils. 	Affiliation. • Employ KJ to manage, organise	See above for Sports Affiliation membership costs.	All children have been offered at least one opportunity to take part in a sporting competition. Evidence: Letters to parents, registers. All children have been able to access sessions delivered by sports coaches. Evidence: Medium-term plans, emails. Our school has been represented in most competitions. (Not all due to clashes with other opportunities such as the JMF). Evidence: Letters to parents, registers, photographs.	Sustainability: We will continue our subscription to and membership of the LA Sports Affiliation. We will continue to employ a sports coordinator to plan, organize and administer the events, experiences, clubs, competitions for all children.













Signed off by		
Head Teacher:	R Cox (Acting)	
Date:	31/7/2023	
Subject Leader:	S Lester	
Date:	31/7/2023	
Governor:	M Harding	
Date:	31/7/2023	











