

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 judgement. 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 offers
- 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 https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages 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 underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

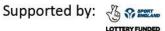
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than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















Details with regard to funding Please complete the table below.

Total amount carried over from 2021/22	£Nil
Total amount allocated for 2022/23	£17253
How much (if any) do you intend to carry over from this total fund into 2023/24?	£Nil
Total amount allocated for 2022/23	£17253
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£17253

Swimming Data

Please report on your Swimming Data below.

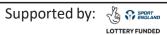
Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry	Year 4, 5 and 6 cohort took part in swimming lessons at the Laura Trott Centre - Cheshunt
land which you can then 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?	28%
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	28%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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/ <mark>No</mark>















Action Plan and Budget Tracking

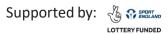
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
				3%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Sports coaching for staff – Gymnastics training and Dance delivery	Teachers team taught, observed coach delivery of these two areas.	£ 525.00	Teachers' confidence for delivery of gymnastics and dance was evident in the follow up observations.	Continue to develop expertise within staff for delivery of PE sessions. Additional support for ECT teacher and trainee teacher to develop their understanding of teaching PE. Thus enabling sustainability of skills through their years teaching.
Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers' guidelines recommend that			Percentage of total allocation:	
primary school pupils undertake at least	st 30 minutes of physical activity a day i	n school		57.8%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 develop gross motor skills in EYFS and Year one cohort.	Specialist climbing frames for Early Years and year one. Continuous provision enables children to develop gross motor skills as well as developing control.	£9975	children development that supports outdoor play, transferring to the classroom. Equipment is valued by
			children, staff and parents.

Key indicator 3: The profile of PE and	sport is raised across the school as a	tool for whole	school improvement	Percentage of total allocation:
				24.8%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 promote sports and highly value t in school through opportunities outside school, special visitors and events.	Mini marathon Olympian visitor Specialist tennis coaching Fancy dress mile run Charity sports day Sports day Sports clubs	£4275	Pupil voice data shows the value children place on sports. They look forward to sports sessions. They like to demonstrate their sporting accomplishments in assemblies.	Continue to make opportunities for children to participate widely, inter schools, county, national events.
Key indicator 4: Broader experience o	f a range of sports and physical activi	ties offered to a	ll pupils	Percentage of total allocation
Intent	Implementation		Impact	11.5%
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:













In partnership with local providers- sports competitions entered KS1 athletics meetings KS2 athletics and tennis Children participated in local competitions f1978 Pupil voice data demonstrated pupils want more opportunities to compete in a wider field of sport	Create local school competitions. Link with wider competition opportunities including national events.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
				2.9%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Subscription to local consortium		£500		













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











