



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) 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.

Pleasevisit[gov.uk](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate 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](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) of how they spend this funding, including any under-spend from 2020/2021, 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 2022. To see an example of how to complete the table please click [HERE](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).



**Details with regard to funding**

Please complete the table below.

|  |  |
| --- | --- |
| Total amount carried over from 2020/21 | **£13,500** |
| Total amount allocated for 2021/22 | **£33,000** |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | **£0** |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | **£46,500** |

**Swimming Data**

Please report on your Swimming Data below.

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| 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 | Summerbridge - 83%; Darley - 100% |
| 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 | Summerbridge - 100%; Darley – 100% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 0% - they have not learnt this at time of writing this report |
| 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? | No - we use the funding to subsidise travel to the swimming pool and the lessons themselves |

**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: £33,000** | **Date Updated: February 2022** | |  |
| **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: |
| **58%** |
| **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:* |
| It is our intention to equip the schools with appropriate age-related equipment so they can access the sports we have included in our curriculum plan | To equip the school playground with equipment, appropriate to our planned curriculum of activities | **£16,000 (SB)**  **£3,000 (D)** | Intended impact is that pupils develop a love for the sports we are promoting as they can make use of the facilities that we have on offer. Pupil’s fitness and participation improves over time | Pupils practise skills in the safe environment of school so that they develop the confidence to represent school at a later date |
| **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:* |
| It is our intention to ensure that children (Reception and Year 1) can all learn to ride bikes and Y6 pupils to take part in Bikeability training | Delivery of specialist cycle training for children in Reception and in Year 6 | **£1,000** | Intended impact is that all children can learn to ride a bike in Reception and that pupils in Year 6 are proficient in riding their bike safely on the roads | To roll out this offer on an annual basis |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| **1.5%** |
| **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:* |  |  |  |  |
| Staff to receive additional training in the delivery of certain specialist sports eg. orienteering | Staff to receive training in how to deliver the content of the cross curricular orienteering to its full potential and then cascade to colleagues. | **£500 (D)** | Intended impact is that children build regular fitness into their daily routines (or when possible) through the teaching and learning of subjects not normally associated with physical activity | To roll out at Summerbridge following the pilot at Darley.  Continue to subscribe to the provider so that activities and competitions can be accessed |
| **Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | | Percentage of total allocation: |
| **20%** |
| **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: It is our intention to develop pupil’s fitness by including cross curricular orienteering activities into subjects other than PE whilst at the same time developing orienteering skills within PE lessons  Bewerley Park (NYCC LA OE) | To develop cross curricular orienteering skills (KS2)  To take part in OE activities | **£2,500**  **£4,000** | Intended impact is that pupils benefit from specialists and experts in learning physical skills ordinarily out of their reach – eg. canoeing/climbing etc. | To roll out this offer on an annual basis |

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| **Key indicator 5:** Increased participation in competitive sport | | | | | | | Percentage of total allocation: |
| **4%** |
| **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:* |  | |  | |  | |  |
| It is our intention to increase the number of children taking part in competition and have subscribed to the HSSP in order to achieve this | As part of our drive for developing cultural capital, it is our intention to take part in numerous sporting activities over the course of the year once we are able to and restrictions are lifted. | | **£1,400** | | Intended impact is that pupils get to experience the highs and lows of competitive sport and the sense of pride that representing one’s school can offer | | To roll out this offer on an annual basis |
| **Key indicator 6:** Increased awareness of mental health and well-being | | | | | | | Percentage of total allocation: |
| **Intent** | | **Implementation** | | | | **Impact** | **1.5%** |
| *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:* |
| It is our intention to increase awareness of mental health and well-being in our pupils through the taking part of growth mindset activities | | One day ‘Doodlebug’ workshops in both schools for all classes | | 1 x £275 (SB)  1 x £275 (D)  **£550** | | Pupils across both school develop the positive mindset needed to face the challenges and rigour of primary school life. To give pupils strategies to help them maintain healthy minds and bodies | To roll out this offer on an annual basis |
| **Total fund allocated: £33,000**  **Total fund spend: £27,000**  **Total percentage spend: 82%** | | | | | | | |

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| **Signed off by** | |
| **Head Teacher:** | **Mr N P Coates** |
| **Date:** | **07/02/2022** |
| **Subject Leader:** | **Mr N P Coates** |
| **Date:** | **07/02/2022** |
| **Governor:** | **Mr A Howarth** |
| **Date:** |  |