

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:

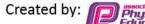
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
  pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. 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 <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. **All funding must be spent by 31st July 2023.** 

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 <u>HERE</u>.













## **Details with regard to funding** Please complete the table below.

Total amount carried over from 2021/22	£O
Total amount allocated for 2021/22	£ 18,390.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£O
Total amount allocated for 2022/23	£ 18,570.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

## **Swimming Data**

Please report on your Swimming Data below.

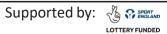
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances 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 2022.  Please see note above	70 %
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	41 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86 %
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**

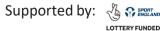
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
<b>Key indicator 1:</b> The engagement of <u>a</u>	Percentage of total allocation:			
primary school pupils undertake at le	34%			
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:
We aim to provide children with	PE is taught every week over 2	£6300	Children are engaged in 2 hours	Coaches to become familiar
appropriate subject knowledge, skills	separate lessons using an		of High Quality PE with teaches	with children and aid teachers
and understanding. Allocated time	interleaving approach to learning so		or Sports coaches. Children show	in assessment of skills shown
will be given to all children	that key concepts are repeatedly		improvement of skills over the	by the children
throughout the school to continue	taught throughout EYFS, KS1 and		course of the terms focus and are	
high quality sports provided by	KS2. Ensuing that all children access		able to use this in teacher led	All children coming through
specialist sports coaches and	PE sessions on a regular basis. In lessons, including modelling skills so		school to be able to use the	
teachers. Teaching and progression	support of this, teachers have		and coaching of peers.	facilities as the surfacing and
across the school is clear and	access to Get Set 4 PE plans and			structures will be permanent
consistent - all teachers and coaches	resources. The Get Set 4 PE		To develop a better quality of	improvements.
use the scheme Get Set 4 PE.	platform, aligns with our core		purpose-built active spaces	
Widening cultural capital experiences	values, our whole child approach to		within school. Children enjoy and	Upskill Support staff in PE
for children. Continued outdoor	PE and the objectives laid out in the		are engaged in activities during	Wider range of extracurricular
playground improvement project.	National Curriculum.		structured PE lessons and break	activities.
			times.	Increase Year 6 Sports Crew
Supporting the Chief Medical Officer	GetSet4PE PE scheme purchased			responsibilities to help
guidelines to undertake at least 30	and accessed across the school, all		Daily physical and health	promote 'active clubs' at
minutes of physical activity each day.	teachers to have access to the		enhancing activities throughout	lunchtime.
To encourage more sports	scheme and teach lessons according		the school day play a crucial role	
opportunities for our pupils by	the long-term plan working		in our offer to children. Children	
continuing to promote active learning	alongside Get Set 4 PE.		are provided with opportunities	













throughout the day, use in classroom Money put towards improving the of 'Just Dance/Super Movers' for children to be more active in school lessons. In addition, active daily use of our outside walking track. Offer free after school clubs to all age internal and external PE providers. ranges when available

quality of the playground fitness equipment, focusing on encouraging opportunities for being an active school over the course of a day for Project includes the provision of outdoor gym equipment. To encourage more sports opportunities for our pupils.

10 minutes physical activities linked in with PE weaved throughout the day. Inside or outside using our external walking track and new playground equipment.

We offer a range of different free clubs each term for all children to participate including: Football Netball Multi-Sports Cheerleading Irish Dancing

outside of set PE lessons including active lessons, active breaks, active lunchtimes, voga. mindfulness, our daily mile and extra-curricular activities. Developing healthier long-term habits.











Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
			7 %
Implementation		Impact	
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:
Money available for classroom cover to allow PE lead time to attend CPD,	£150		Maintain links with external providers. Remain up to date
meetings with external sport	£58	wider range of extra-curricular	with PE curriculum
providers, leadership time.	£75	activities has been provided across the school. Provision of	requirements.
Resources purchased for sports days.	£532	I •	Source new trophy for Sports Day.
	£500		
Complete a PE audit and staff survey for any gaps in required (or wish list) PE equipment. Purchase of new or	Total: £1315	they can in sports day events with events clearly linking to	Equipment will be kept safely, easy to access and will be seen as equipment to be proud of
replacement equipment and resources.			and looked after Embed Sports Crew. Sports
Encourage sporting opportunities for all and raise the profile of PE and sport as a toolkit for positive		appropriate PE equipment.	Crew to be trained and will help to deliver activities at lunchtime. Explore wider range
wellbeing and confidence.		activities leading to a healthy and	of extracurricular activities. Lincoln City Foundation to provide lunch time support and
			sports crew training.
	Make sure your actions to achieve are linked to your intentions:  Money available for classroom cover to allow PE lead time to attend CPD, meetings with external sport providers, leadership time.  Resources purchased for sports days.  Complete a PE audit and staff survey for any gaps in required (or wish list) PE equipment. Purchase of new or replacement equipment and resources.  Encourage sporting opportunities for all and raise the profile of PE and sport as a toolkit for positive	Make sure your actions to achieve are linked to your intentions:  Money available for classroom cover to allow PE lead time to attend CPD, meetings with external sport providers, leadership time.  Resources purchased for sports days.  Complete a PE audit and staff survey for any gaps in required (or wish list) PE equipment. Purchase of new or replacement equipment and resources.  Encourage sporting opportunities for all and raise the profile of PE and sport as a toolkit for positive wellbeing and confidence.	Make sure your actions to achieve are linked to your intentions:  Money available for classroom cover to allow PE lead time to attend CPD, meetings with external sport providers, leadership time.  Etidence of impact: what do pupils now know and what can they now do? What has changed?:  Staff understanding of PE curriculum has increased. A wider range of extra-curricular activities has been provided across the school. Provision of specialist coaches and equipment.  Complete a PE audit and staff survey for any gaps in required (or wish list) PE equipment. Purchase of new or replacement equipment and resources.  Encourage sporting opportunities for all and raise the profile of PE and sport as a toolkit for positive wellbeing and confidence.  Funding allocated:  Evidence of impact: what do pupils now know and what can they now do? What has changed?:  Staff understanding of PE curriculum has increased. A wider range of extra-curricular activities has been provided across the school. Provision of specialist coaches and equipment.  Children perform the best that they can in sports day events with events clearly linking to taught skills.  Children are accessing appropriate PE equipment.  Children given opportunities to access a wide range of sporting activities leading to a healthy and active adulthood.













Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
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:  We want teachers to aspire to teach a	Make sure your actions to achieve are linked to your intentions:  Staff CPD, Opportunities for PE	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  Support for subject leader to	
We want teachers to aspire to teach a high-quality physical education curriculum inspiring all pupils to succeed and excel across a plethora of physically demanding activities. Subject leader to articulate a clear and current vision for PE and ensure the highest standards for staff and children. Improved subject and skills knowledge for all teaching staff and support staff.	Staff CPD. Opportunities for PE Subject Leader and school teaching staff to develop skills and knowledge in order to lead and teach PE effectively within school. PE lead to attend PE conference and local CPD events. In order to develop achievement in PE for all pupils, specialist coaches will deliver high quality PE lessons. In order to upskill all staff, teachers will have opportunities to observe and monitor the delivery of all specialist-coaching lessons to aid their own delivery of PE lessons. Lincoln County Cricket (Chance to Shine) to provide 6 weeks of CPD to teachers across school.	£750  Total: £1250	Support for subject leader to articulate a clear and current vision for PE and ensure the highest standards for staff and children. Teachers supported to deliver high quality PE sessions and clubs.  Sports coaches and teachers are seeing the impact on the progression of skills across the whole school  Staff have become more confident in using and applying sports coaching skill to own lessons  Staff have the ability to improve continually through use of PE scheme.	Capability of Subject Leader to lead PE in school enhanced for future years. All teaching staff will be teaching effectively. Further opportunities to work alongside specialist coaches – Lincoln College, Lincoln City Foundation, Hannah Simmons Dance Company and Enrich. Funding set aside to renew Get Set 4 PE.













Key indicator 4: Broader experience of	Percentage of total allocation: 43%			
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:
Use of IT to support learning across the school. Including the ability to demonstrate key skills to children outside of the classroom environment.  Provide a safe environment for	Purchase of laptop. To show slides, demonstration videos and dance warm-ups. Subject leader to collate data, observe lessons and fulfil other aspects of PE SL role effectively.	£500 £1520 £3240 £1890	Lessons will be more effective and pupils will receive a broader experience of each sport, skill or game taught.	These laptops will be available for all future PE use in school beyond this year.
children to access PE equipment.  We want our PE curriculum to inspire pupils with a curiosity and fascination with the key skills of physical education. Providing a broad.	Repairs to damaged PE equipment. Annual safety check and maintenance of Equipment. A variety of equipment to be purchased identified needs based on analysis of current inventory.	£400 £529 Total: £8079	PE equipment is safe for use across the school. High quality equipment is available for PE lessons, afterschool clubs and break-times in a variety of sports.	Annual audit and maintenance of PE equipment. Durability and safety of equipment is prioritised.
activities. Strong community link developed with local sports clubs coaches as well as new sports added to the school curriculum.  Develop opportunities for alternative sports within the school which are away from the norm.  Children able to access extracurricular activities.	Links with Lincoln College to provide coaching and CPD opportunities. Cheerleading club provided by local dance academy. Yoga and dance lessons provided by local dance academy. Multisport extra-curricular clubs provided by local organisation-Joy Foundation. Lunch time club, communication,		develop links to sports clubs or community-based sports providers	A culture of regular participation in after-school sports clubs embedded across the school. Explore more opportunities for children across the school to try out different sports and access high-quality coaching. Develop Sports Crew - Young leaders delivering lunch clubs. Playground Leaders Award













leadership, gross motor skills and Children will feel valued when Continue looking into specialist coaches/trainers to deliver any multisport extra-curricular clubs coming forward to suggest ideas sports opportunities. Particularly provided by local organisationfor news sports curriculum ideas Netball and Football. Lincoln City Foundation. Children will feel less inhibited Block of 6 cricket lessons provided when taking part in an activity by Lincoln County Crocket and they had not considered was a Chance to Shine. sport for them to take part in. Freestyle football skills provided KS1 Children given opportunity to across school by record winning explore non-conventional sporting activity. Developing healthier longcoach. Qualified PE teacher paid to run term habits. afterschool multi-sports clubs. Qualified Football Coach to run afterschool Football clubs. Teacher to run Netball club Dance workshop provided to Ks1 children. Survey children as to what extra sports they may like to see happen in the school.













Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
					7 %
	Intent	Implementation		Impact	
want the pupils to	should be clear what you know and be able to do ey need to learn and to th 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 love of physica and competition We will offer op children to comp build character a values such as fa We want to tead with both succes	al activity, teamwork  n.  portunities for  pete in activities that  and help to embed  airness and respect.  ch children to cope  ss and failure in  lividual and team	Our PE lessons encourage children to compete against both themselves and others whilst being challenged to improve physical, social, emotional and thinking skills. These skills are embedded in the heart of all our planning. We will provide in house competitions at end of each term demonstrating skills taught during the term. Annual Sports Day — inter-school house events, Provided opportunities for children to compete individually and as part of a team.  Quidditch teaching provided by Enrich education to KS2 children. Provided opportunities for children to compete as part of a team.		Children across the school given opportunities to participate in internal competitions.	Increase opportunities for competitive sport outside of school, including activities organised by School Games and local school events. Increase in house competition across key stages. Develop this more to include a higher ration of the school in competitive sport
Signed off by					
Head Teacher:	Mrs F Kent		Governor:		
Date:	17 <sup>th</sup> July 2023		Date:		
Subject Leader:	Mrs S L Blockley				
Date:	17 <sup>th</sup> July 2023				











