

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 funding to make additional sustainable improvements the and Physical Education, School Sport and Physical Activity (PESSPA) the quality of 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 gov.uk for the revised DfE guidance including the 5 keyindicators across which schools should demonstrate 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 publish details 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 no clawback 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

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17900
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17520
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£17520

Swimming Data

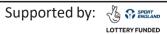
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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	89.5%
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	89.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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













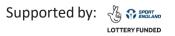


Academic Year: 2022/23	Total fund allocated: £17520	ed: £17520 Date Updated: 24 th July 2023		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that				Percentage of total allocation:
primary school pupils undertake at le	primary school pupils undertake at least 30 minutes of physical activity a day in school			
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 make lunchtimes more active and purposeful, to engage children and	leaders to promote small sided ball	£500 playtime	Children began to independently organize their own active games with equipment available	Ensure Y5 pupils train up Y4 pupils to ensure progress is sustained
	Children in Y5 took part in playground leader training in the autumn term provided by the SGO. These children then led weekly clubs for younger children on the playground.		Playground games organised by upper KS2 children such as running club and the skipping challenge were popular and well attended. 100% KS2 pupils enthusiastically	PE leader support at lunchtimes to ensure new pupil leaders are effective
Explore and model opportunities for physical activity across the curriculum	Maths on the move sessions with Kanga sports focus on learning times tables through active maths	£975	participated in March skipping challenge, Skipping demonstration for parents and fundraiser for BHF Combining maths and PE is popular with the children and an alternate way to embed their times tables knowledge.	













Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 9%
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:
	ensuring success for pupils of all ability	training plus £300 resources 500 sports coach for MSA support	parents supported by young leaders from local secondary school – all ex pupils and excellent sporting role models. Positive feedback from parents	Resources and planning saved for next year Revisit MSA training in the
support for sporting activities at lunch times to improve lunchtime behaviour		sessions MSA additional hours for training sessions £300	participating and facilitating physical activity at lunchtimes, this has led to reduction in the number of behaviour incidents recorded.	
EYFS resources to develop fine and gross motor skills	Resources such as ride-ons for new outdoor area Activities for fine motor skills	£600	Pupils have the necessary fine and gross motor skills appropriate for the KS1 curriculum	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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:













High quality coaching delivery from STA coaches – models effective practice to staff Training for ECT with view to future PE leadership role	release ECT to observe more experienced colleagues teaching PE	£2520 STC £975 KS £1000 £750	As a result of high quality teaching, more children have had the skills and the confidence to take part in the regular STC sporting events.	Continue to explore and support MSAs to provide more formalised set up at lunchtimes to increase active play and physical activity
Key indicator 4: Broader experience o	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:	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 outdoor education to engage pupils who may not be engaged in traditional sport	Year 5 High Adventure visit Year 6 Marrick Priory visit Orienteering, canoeing, high ropes, low ropes, abseil, caving, archery, Y6 climbing day – High adventure	IFANN cubeidy	54 children engaged in outdoor education. Increased perseverance, resilience, independence, problem solving. Enjoyment of outdoor learning and	Develop forest schools and outdoor provision on the school site.
	L	£560 - buses	achievement of overcoming fears	

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
				51%
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 and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Increase engagement in sport and competitions through the Sports Partnership	Sandylands Sports Centre: Football, Basketball, Tennis, Multi-skills	Full sports premium package £2,798.40	of the online skipping challenge, 5 children re[resented our school in regional cross country finals	Continue to work with local clubs and schools to organise competitive events
Increase engagement in sport and competition outside of the sports partnership	including Athletics, touch rugby as well as online/virtual challenges rugby Work with Upper Wharfedale Rugby Club coach Hedley Verity to	£300 per bus x 18 events £5,400		Continue to signpost to clubs through newsletters etc.
partitership	develop rugby skills and signpost to local teams.		112 pupils experience rugby and rugby skills.	

Signed off by	
Head Teacher:	Helen Dudman
	24.7.23
Subject Leader:	Helen Dudman
Date:	24.7.23
Governor:	Emma Brown
Date:	









