

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.

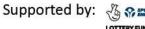
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than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

















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

| Total amount carried over from 2021/22  | £14,346 |
|---|---------|
| Total amount allocated for 2021/22  | £17,420 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?                | £0      |
| Total amount allocated for 2022/23  | £17,420 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £17,420 |

## **Swimming Data**

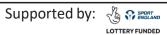
Please report on your Swimming Data below.

| 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?   | 47%                  |
| <b>N.B.</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   | 47%                  |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 50%                  |
| 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?   | Yes <mark>/No</mark> |













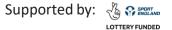
## **Action Plan and Budget Tracking**

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: £17,420   | Date Updated:  | 24/7/23   |  |
|---|---|--|---|--|
| <b>Key indicator 1:</b> The engagement of a primary school pupils undertake at le   | Percentage of total allocation: 39.5%   |  |   |  |
| Intent  | Implementation  |  | Impact  | £6844.21   |
| 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:   |
| Promoting physical play during lunch and break times.   | Purchase of equipment<br>Sports ambassador training with 10<br>Year 5 and 6 children Level 2 – PSSP | £1887.96<br>(equipment)<br>£500 (PSSP)<br>£2000 (Play<br>leader/mental<br>health lead) | and lunches. Play Leaders have a more varied range of activities they   | Deliver more play leader training on how to utilise equipment. Next steps to carry on training play leaders every academic year to sustain consistency during break and lunch time.  |
| Increase structured and unstructured opportunities for children to engage in physical activity.   | CPD for all staff – TGS Coaching  | £456.25  £2000 (Play leader/mental health lead)  | Pupils engage with high quality PE lessons. Children have been able to take part in a wide range of sports. Pupils have developed their confidence in different sports through specialist teaching such as Argyle and England Cricket teaching a variety of activities. | Levels of activity have increased from last year, continuing pupils surveys and voice ensures that engagement maintains or increases. Increase of competitions attended and staff have been able to support this due to CPD. Next steps – intra house competitions relative to the sport the children are focusing on. |











| <b>Key indicator 2:</b> The profile of PESSPA   | A being raised across the school as a t  | ool for whole sch  | ool improvement  | Percentage of total allocation:   |
|---|--|--------------------|--|---|
|   |  |                    |  | 20%   |
| Intent  | Implementation   |                    | Impact   | £3404.68  |
| 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:  |
| Increase the culture of sports across the school. Maintaining the regular participation of sports events  | Participation in inter school events organised by PSSP.  |                    | pride in the school through participating in PSSP event. There has been an increase in participation in inter school competitions across the city.     | PSSP annual subscription initials use to all inter school competitions and games. Continued affiliation with the PSSP will ensure that we are able to take part.  Next steps- to create more of a link with teams across CAST schools.                                    |
|   | Sports ambassador Level 2 training from PSSP. 1 day with 10 Year 5 and 6 children. PE, mental health and well-being lead | subscription)      | ability to provide sports activities with other children and encourage other children who aren't as active to try new ways of doing physical activity. | PSSP annual subscription to be maintained and more children to be trained as sports ambassadors. Encourage celebrating children of their achievements around the school (Sports star of the week).  Next steps – Sports ambassador's to take more of an independent role. |
|   | Purchase of staff jumpers to raise the profile. Equipment  |                    |  | Continue this for new staff that start at the school, look into other pieces of kit to purchase for staff.  |













| e, knowledge and skills of all staff in t  | eaching PE an   | d sport  | Percentage of total allocation:   |
|--|---|--|---|
|  |   |  | 14.5%   |
| Implementation   |   | Impact   | £2594.75  |
| Make sure your actions to  | Funding   | Evidence of impact: what do  | Sustainability and suggested  |
| achieve are linked to your   | allocated:  | pupils now know and what   | next steps:   |
| intentions:  |   | can they now do? What has  |   |
|  |   | changed?:  |   |
|  |   |  |   |
| Supply cover to engage in monitoring and support activities  HLTA/mental health and well-being lead to deliver | £1134   | Teachers have been given   | Continued monitoring focusing or response to feedback. Use of PSSP to support individual staff for CPD based on monitoring performed in the year  |
| _  |   |  |   |
| work.  | £200  |  |   |
| Adviser time part of the PSSP subscription.  | £1000   | understanding of the development of PE in school. PE development plan  | The PE lead has the knowledge and experience to implement the points for the action plan based on previous meetings with adviser.   |
| PSSP provide in depth quality assurance across the school in terms fof provision provided with PE.             | £260.75   | based on discussions with other  | The PE co-ordinator to take further action through completing further courses in PE leadership.   |
|  | Implementation  Make sure your actions to achieve are linked to your intentions:  Supply cover to engage in monitoring and support activities  HLTA/mental health and well-being lead to deliver  Towards orienteering scheme of work.  Adviser time part of the PSSP subscription. | Implementation  Make sure your actions to achieve are linked to your intentions:  Supply cover to engage in monitoring and support activities  HLTA/mental health and well-being lead to deliver  Towards orienteering scheme of work.  £200  Adviser time part of the PSSP subscription.  £1000  PSSP provide in depth quality assurance across the school in terms | Make sure your actions to achieve are linked to your intentions:  Supply cover to engage in monitoring and support activities  HLTA/mental health and well-being lead to deliver  Towards orienteering scheme of work.  Adviser time part of the PSSP subscription.  Funding allocated: pupils now know and what can they now do? What has changed?:  Subject leader has been able to monitor the teacher's ability to effectively deliver the curriculum. Teachers have been given development areas they can act on to improve their teaching.  F200  Increased knowledge and understanding of the development of PE in school. PE development plan  PSSP provide in depth quality assurance across the school in terms  F260.75  This has allowed the PE lead to evaluate and improve the curriculum |













| <b>Key indicator 4:</b> Broader experience o  | f a range of sports and activities offe  | ered to all pupils |  | Percentage of total allocation: 15%   |  |
|---|--|--------------------|--|---|--|
| Intent  | Implementation   |                    | Impact   | £2650.92  |  |
| 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:  |  |
| Purchase of equipment to increase<br>fundamental skills   | Purchasing of subscription to online mapping and orienteering resources.  OAA day  | £ 626.92           | the school. Pupils have the resources to learn orienteering. Pupils are                  | PSSP to support with delivery of orienteering across the school and suggested competitions with other schools.  |  |
| Extending the range of equipment/ coaching available so that new sports are experienced.  | To increase the range of PSSP 'intensive days' to be organised.  TGS Coaching  | £1000<br>£500      | sports   | Continued subscription to PSSP and signing up for the sessions they run. Pupils survey to see which of PSSP's sports offers pupils would like to try. Link with |  |
|   | Mount Edgecumbe Trip for Y6's - OAA  | £160               |  | local clubs, sign post pupils where they can continue with the sports they have tried if they want. (e.g. rugby opportunities after rugby event.                |  |
| Encourage a range of extra-curricular activities during the school day and after the school day.  | Children able to experience different<br>sporting activities with professionals.<br>Schools' Challenge – colour to be<br>decided | £160               | of the variety of sports across the  | Keep in touch with companies about providing continuing provision outside of school hours.  |  |













| Key indicator 5: Increased participatio  | n in competitive sport   |  |  | Percentage of total allocation:                                     |
|--|--|--|--|---|
|  |  |  |  | 11%   |
| Intent   | Implementation   |  | Impact   | £1927.40  |
| 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:                            |
| More children to experience competitive sports both intra school and inter school events. Target groups: SEN, more able, disadvantaged, B and C teams, Reception children. | inter and intra school sports events<br>attended.<br>Boccia  | (HLTA/mental<br>health lead to<br>either release PE<br>leader or attend<br>events herself) | · · · · · · · · · · · · · · · · · · ·  | that children can continuously be involved in school sports events. |
|  | Transport to the events  |  | The school was able to attend – previously this has been a barrier.                      |   |
| 1  | Mount Edgecumbe activities led by PSSP.  - Orienteering - Problem solving - Creativity - Team work |  | All children enjoyed the activity and were motivated to do their best.                   |   |













| Disadvantaged children to compete       | School's Challenge – children invited  | 6450 | Children are more aware of the        | Enter the following year.            |
|---|--|------|---------------------------------------|--------------------------------------|
| against themselves prior to the event – | to run ten miles in school and run the | £150 | importance of preparing for a         |                                      |
| have the willingness and passion to     | last mile on Plymouth How. Target      |      | competitive event - they must put the | Regardless of enters this event,     |
| better themselves and show resilience.  | disadvantaged children.                |      | effort in.                            | teachers to still take their classes |
|   |  |      |                                       | out to jog/run on PE days.           |
|   |  |      | Parents were involved and engaged     |                                      |
|   |  |      | in preparing/supporting their         |                                      |
|   |  |      | children.                             |                                      |

| Signed off by   |              |                   |
|-----------------|--------------|-------------------|
| Head Teacher:   | Sarah Rowe   |                   |
| Date:           | 07/04/23     | Reviewed 24/07/23 |
| Subject Leader: | Ellen Spiers |                   |
| Date:           | 07/04/23     | Reviewed 24/07/23 |
| Governor:       | Shona Bray   |                   |
| Date:           | 24/07/23     |                   |











