

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 make additional and sustainable improvements must use the 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:

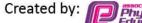
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects: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

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages 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 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 HERE.









Details with regard to funding Please complete the table below.

Total amount carried over from 2021/22	£6208
Total amount allocated for 2022/23	£17749
How much (if any) do you intend to carry over from this total fund into 2023/24?	£4389
Total amount allocated for 2023/24	£17764
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 23957

Swimming Data

Please report on your Swimming Data below.

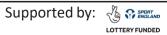
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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?	90%
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	
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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 for 4 pupils















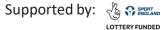
Action Plan and Budget Tracking

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: The engagement of <u>a</u>			ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a c	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:
- High quality PE Schemes for PE and dance taught by teaching staff for a minimum of 2 hours a week -Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity -Structured extra-curricular activities – playtime PE equipment available, out of school sports clubs, lunch time provision with Sports Coach, Y6 sports leaders. -Educate children in the value and benefits of a healthy active lifestyle	- Embed the PE curriculum to ensure lessons are progressive and build on previous skills taught to widen the children's knowledge - Develop action plan - Purchase Resources - Train sports leaders and adult	£550.00 – Get Set 4 PE Scheme £3,134.00 – After School Clubs £4,756.00 – New equipment and PE resources	Leaders/Sports Coach by the end of the year. Increase in pupils accessing sport	Continue to provide broad range of extracurricular provision Train pupil play leaders to coordinate lunchtime provision
- Use active lessons to increase physical activity levels and learning				











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-Promote active learning opportunities so children participate in at least 30 minutes of physical activity a day in school time				
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
,			•	%
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 PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. Ensure PE and school sport is visible in the school (assemblies, notice boards, Twitter Page, school website, local press, pupil reward, social media and recognition of pupils) Use PE and sport to develop the whole person including thinking, 	-SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. - Employment of sports coaches - Continue to develop and use whole school plans and assessment. - New subscription of PE Scheme (Get Set 4 PE) purchased to use throughout school in all key stages including FS New @ellissport twitter page set up -Additional equipment purchased to support the teaching of specific skills or sports (Tri golf equipment,		Twitter/newsletterTeachers/Pupils enjoying PE lessons and teaching/learning to a high quality. Families now tweeting regularly of	Monitoring of assessment from PE lead. Monitoring on the delivery of PE lessons by PE Lead. Monitoring of pupil engagement/learning behaviours in PE lessons by PE Lead. Whole school approach of teaching/delivery of PE. Continue to celebrate pupils' success in celebration
 social and personal skills? Use PE teaching to aid fine and gross motor skill development? Clear assessment structure in place to highlight key areas of strength and areas to improve. 	specific batting tees for cricket) - All Stars cricket and Chance to shine cricket coaches taught in school to give children specific teaching and upskill staff -Celebrate national/global sporting events within school (assemblies/classrooms)		developing those family/ community links	













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	-Assemblies to celebrate individual			
- Use sporting role models used to	and teams' successes			
engage and raise achievement?				
	-Sporting successes to be shared on			
- High quality PE lessons delivered	Twitter with local community			
during curriculum time.	-Sports day trophy/ awards in place			
- Monitoring use of schemes and	-Assessment system in place to			
whole school PE coverage to ensure	track strengths/improvements to			
children are taught a range of	develop % achieving ARE and GD.			
progressive skills	-PE Merit awarded per class at the			
1 -	end of the year			
-Monitoring and celebrating of pupils	1			
competing outside of schools at high				
level for clubs.				
-Develop our outdoor environment to				
encourage children to be active at all				
breaks/ lunch times and for active				
breaks between lessons to improve				
wellbeing				

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













- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. - To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - to increase their confidence in delivery of the subject. - 1:1 lesson observations to monitor staff effectiveness and confidence - Questionnaire to monitor pupil and staff attitudes towards progression in PE - Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - Employ sport leader role at lunch time	to support teachers and support staff. PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coaches expertise PE subject lead to provide CPD/updates on the teaching of PE for staff throughout staff meetings -All teaching staff to follow the curriculum plan to embed and develop prior learning/identify areas of improvement/areas of strengthFull subscription to Get Set 4 PE	£1206 - 6 days of management cover times £3200 - Sport Leader Lunchtime Salary	New School staff supported in the delivery of PE resulting in increased confidence in the subject. After school club delivery improved with high quality coaches New after school clubs in craft, Lego and Thrive developing the whole child and fine motor skills Delivery of high-quality cricket to 4 year groups resulting in winning the girls and boys events and progressing to the county finals	Continue to enhance PE provision with use of sports coach to develop staff confidence and improve provisions and provision of after school clubs Apply for School Games Sports Mark again
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
what they need to learn and to consolidate through practice:	intentions.		can they now do? What has changed?:	













Additional achievements:

- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs. competitions and events.
- Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport
- Providing additional links to

Community Sports Clubs

- Children participate in festivals/ tournaments held through PSP.
- Increase opportunities for KS1 children
- Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.
- Children to attend a broader range of events
- Enrichment activities provided 1 x per term
- Links developed with Scotty's Heroes to provide a range of team

- Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.
- Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school
- To keep the website up-to-date with range of clubs currently on offer (changeable throughout the vear)
- Children to attend the extracurricular clubs
- School to enter children into sporting festivals/ competitions.
- Links made with coaches and outside clubs – tennis/ cricket / rugby/football/hockey
- Equipment continues to provide opportunities during break and lunchtimes.

Children attended gymnastics and available bouldering for the first time. Now have children attending these outside of school.

More SEND opportunities this vear promoting active lifestyles and range of experiences to SEND and SEND activities. Continue to children.

Free equipment delivered to school from Hovland Falcons and our local School Games Officer because of improved community links

Sport leaders from local high school supported sports day

- Children attended the boys and girls county finals in Leeds for cricket in July 2023.
- Children attended the boys and girls county finals in Leeds for cricket in July 2023.

County finals attended in orienteering and tag rugby

1 term cricket sessions provided for all children from Y3-Y6 in the

SContinuous cycle of staff CPD

PE Lead to plan and undertake observations to ensure high quality teaching of PE.

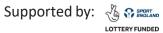
Continue enrichment activities broaden activities for whole school















building activities and enrichment to		Summer Term.	
children			
Continue to develop relationships with community coaches so a broad			
and wide range of activities can be			
offered to all age groups.			
All Year 5 pupils to participate in Bike			
ability during Spring Term			
-Footie Stars offer continued to Year			
1 and FS2 pupils			

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
				%
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:













- Provide opportunities for all children to	- Engage more staff/ parents/	C207F	- Increased percentage of children	- Review attendance data and
challenge themselves through both intra	volunteers and young leaders to		participating in inter and intra	identify children for appropriate
and inter school sport where the	support attendance at competitions.		competitions.	opportunities.
children's motivation, competence and	- Use external coaches to run	and from	- Develop confident children when	- Continue to attend events half
confidence are at the centre of the	competitions to increase pupils'	events	competing against class	termly meetings to help shape
competition and the focus is on the	participation.		members/other schools.	the offer to ensure it is
process rather than the outcome.	- Identify a set number of		- Pupils competing to semi-finals	appropriate for our pupils and
- Increased participation in School Games	competitions/events to provide	£785.00 –	finals levels in sporting competitions.	of the highest quality.
competitions.	transport to.	Events such as	- Wide range of inclusive sporting	- Further widen opportunities
- Providing opportunities for children	- Ensure pupils get opportunity to	houldering and	provisions/competitions/ Sports day	for pupils to take part in
with SEND, the least active and the least	take part in local competitive leagues,	swimming gala	provided.	competitive sporting events
confident to attend competitions and	tournaments and festivals.	Swiiiiiiiig gaia		- Investigate further use of
events.	- Regular (termly), intra-house sports			virtual inter house
	competitions for pupils across			competitions/ children leading
opportunity to compete against other	different sports.			own events
schools	- To develop links with external			own events
- Investigate further use of virtual inter	agencies in the community to ensure			lunguaria managatana af ayanta
house competitions/ children leading	more pupils participate in community			Improve percentage of events
own events	clubs outside of school			attended across the cluster
Develop strong links with local schools				
through sporting competitions				Monitor the high level of sporting
Develop opportunities for inclusive				competitions attended
competitions for SEN pupils to participate				Monitor high achieving pupils in
in inter and intra				sport across the school
Provide a fully inclusive sports day for all				
pupils.				

Signed off by	
Head Teacher:	GEdwards
Date:	20.07.23
Subject Leader:	Nicola Cook
Date:	18.7.23
Governor:	Mark Farnsworth















Date:	











