

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 | £0 |
|---|--|
| Total amount allocated for 2021/22 | £19581 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £21680 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £ 19567 - (4/12 of FY 22/23 funding and 8/12 of FY 21/22 funding |

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 | 76% |
| 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 | 43% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 50%-new intake high |













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













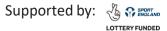
Action Plan and Budget Tracking

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: £19567 | Date Updated: | 18/9/23 |] |
|--|---|--------------------|---|---|
| Key indicator 1: The engagement of a | all pupils in regular physical activity – | Chief Medical Of | ficers guidelines recommend that | Percentage of total allocation: |
| primary school pupils undertake at le | east 30 minutes of physical activity a | day in school | | 30% over spend £687 |
| 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: |
| Lunchtime organisers and teaching assistants engage ALL pupils in physical activity during lunch times. Numerous sports activities to take part during lunch times including football and dodgeball every day. Targeted active sessions for children who may need help to achieve the recommended 30 minutes of physical activity a day. | Experienced staff member to work alongside staff outside to provide support. Running circuit based activities for children outside during lunch. Timetable set up and children highlighted that need extra time to achieve the 30 minutes of physical activity. | £ | Children at lunch times engaged in physical activity. | Promote and create incentives for children walking to school to increase activity more. Rewards programme for children who walk or cycle to school. |
| Children have access to appropriate resources to experience, engage and enjoy PE, including outdoor play equipment for lunchtimes. All children to be able to access the PE curriculum and take part in regular exercise. | Loose play parts purchased. Outdoor play equipment audited and resources appropriately. Year 5/6 provided with PE uniform which is worn on PE days. | 500 | Children developed problem solving skills, communication skills and developed their teamwork. All children engaged in PE curriculum. | |









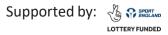


| Children to accelerate physical literacy and fundamental movement. Developing pupils that are behind with their gross motor and fundamental movement skills. Increase physical activity through transportation to and from school. | working with 3 selected groups of | 4160 780 | | Move and improve sessions to continue next year. Increased participation in the walking bus. |
|--|--|--------------------|---|--|
| Key indicator 2: The profile of PESSPA | A being raised across the school as a to | ool for whole sch | | Percentage of total allocation: |
| - | | | | 22% |
| 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: |
| Sports Day- All children to take part in a competitive/fun sports day. | Organise Sports day across the school. | | event with audiences. | Organise for all of KS2 to have sports day at the local high school to allow for more space. Have an additional sports celebration during sports week where children take part in a mini Olympics. |
| Improving mental health and wellbeing through physical activity. | KSE to provide Positive values sessions to pupils to develop life skills that will support children and allow them to progress in PE. Helps to improve physical and mental health and well-being and improves vital social skills such as working with | | Children much more confident in overcoming challenges and decision making. Well being of students improved. | Sessions to continue into next year. |













| | others, being part of a team and taking ownership of their own personal level of activeness. | | | |
|---------------------------------|---|-----|-------------------------------------|--|
| PF/Gvm/Dance ambassadors to aid | KS2 pupils awarded with ambassador badge for PE. Help staff run dinner time games, set up for PE lessons etc. | 150 | Raised profile of leadership in PE. | |

| Key indicator 3: Increased confidence | , knowledge and skills of all staff in | eaching PE and s | oort | Percentage of total allocation: |
|--|--|-----------------------|--|---|
| | | | | 14% |
| 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: |
| In order to help improve progress and attainment of pupils and upskill staff, support is provided for teaching staff across the school, to work alongside an experienced PE teacher to improve their confidence and teaching of the PE curriculum. | experienced staff member in elements of PE they feel least confident in delivering. Observe, | | Teaching staff more confident | CPD is complete. Staff now to follow the lesson plans in place to support their delivery of PE lessons. |
| Ensure PE Lead has up to date knowledge of the PE curriculum and teaching and learning. MPETT- PE Subject Leadership Membership. | Attend courses and pass on new information learnt to colleagues. | £275 | | Continue to attend Subject leader training. Organise a meeting with |
| Experts around the building to offer advice to staff if needed. | KSE Education present on Tuesdays to offer advice and | | Knowledge, confidence and skills gained for staff teaching PE. New | |















| | support. | | activities learnt. | |
|--|--|--------------------|---|--|
| Ensure new teaching staff have skills, qualities and an essential toolkit to teach effective PE. | High quality ECT training with MPETT off site. | | Y1 ECT gained lots of vital information from attending 5 sessions across the year. | |
| Key indicator 4: Broader experience o | I f a range of sports and activities offe | red to all pupils | | Percentage of total allocation: 46% |
| 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: |
| Access to extra-curricular clubs – deliver a range of extra curricular sports clubs in school including multisports, football, badminton, boxing, karate, dance, tag rugby etc. throughout the year which can be offered free of charge to all children. | Timetable for sports clubs to ensure no cross over. Work alongside staff to ensure there are clubs available for all ages and abilities. | £6030 | Club registers, clubs are all very popular with high attendance. | Dance clubs to continue next year in the autumn term with a different genre. Children to deliver a performance for the school upon completion. |
| Experience sport in different environments. | Motion Dance able to offer after school clubs for street dance for the children. | £300.00 | Children able to take part confidently, and rehearse and perform a full dance routine. They were able to use these skills and then apply them to other types of dances. | |













| KSE able to offer a range of sports clubs for the children including La Cross, Athletics, boxercise and badminton. | | Pupils able to access a range of different sports after school, delivered by experts. | |
|--|------|---|--|
| Manchester football coaching able to offer football ASC for KS2 pupils. KS2 Sports day trip to local high school. Karate sensei teaching KS2 pupils karate each week all year. | 2800 | | |

| Key indicator 5: Increased participation | on in competitive sport | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 3% |
| Intent | Implementation | 1 | 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: |













| Meeting with local Manchester | Identify staff to attend | | Children have competed in a | Competitions attended and |
|---|------------------------------------|------|------------------------------------|-------------------------------|
| event's organiser. School signed up | competitions with various year | | range of tournaments. Year 6 | links with schools that are |
| with the Manchester PE Association | groups. | | children competed in the MCFC | created can help future |
| to have access to all competitions and | | | Primary Stars tournament and KS2 | competitions and events. |
| opportunities for children to take part | Sign up for competitions through | | girls competed in a football | |
| in competitive sport. | MPEA calendar of events. | | tournament at the local high | Sign up for more competitions |
| | | | school. The ARC also competed in | through MPEA. |
| | | | a Commonwealth Games Legacy | _ |
| | | | Inclusion Athletics at Sport City | Encourage more intra/inter |
| | | | indoor track. | competitions during and |
| | | | | outside of PE sessions. |
| | | | | |
| Children have been able to access a | Children across the school have | | | |
| wide range of after school sports | taken part in Dance, Football, | | | |
| clubs and activities. | Karate, La Cross club. | | | |
| | | | | |
| | | | | |
| | MayPole Dance Workshop. | LJJJ | Children engaged and learnt skills | Children able to apply these |
| | | | of different sports and applied | skills across the curriculum. |
| | | | these skills to compete in local | |
| | | | competitions. | |
| | | | | |
| Increase participation in inspire | SEN pupils inspire competition for | | Children engaged in competition | Continue with inspire |
| competitions across Manchester | swimming & athletics. | | against other schools in | competitions more frequently |
| schools. | Year 5 + 6 football competition in | | Manchester and competed in a | and in more sports, with all |
| | football league. | | range of different sports. | year groups. |
| | | | | |
| | | | | |
| | | | | |

| Signed off by | overspend £687 |
|---------------|----------------|
| Head Teacher: | R Farnell-Hill |
| Date: | 18/9/2023 |















| Subject Leader: | Ryan Young |
|-----------------|--------------------|
| Date: | 18/07/2023 |
| Governor: | GB meeting 19/9/23 |
| Date: | 19/9/23 |











