

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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEencourages 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 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

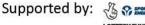
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

Created by:















Details with regard to funding Please complete the table below.

Total amount carried over from 21/22	0
Total amount allocated for 22/23	16,660.00
How much (if any) do you intend to carry over from this total fund into 2023/24?	1,348.95
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	16,660.00

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 2020. 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	100%
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













Action Plan and Budget Tracking

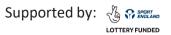
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: 16,660	Date Updated: 13/07/23]
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 least 30 minutes of physical activity a day in school				8.66%
Intent	Implementation		Impact	1442.76
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:
All children have the opportunity to involve themselves in regular physical activity throughout the school day.	Change for life club, table tennis club, active playtimes with sports leaders, active lessons, playground equipment (activity box, active wall and trim trail all recently updated/serviced).	1442.76	Clubs are well attended across the school and all clubs a service that runs at least one time per week. Equipment for the playground is updated continuously and monitored for safety and task	Investment in clubs will continue as they are well received by children. We will however, now move to one afterschool club per week (that will still be financed by school) to help with rising costs in other areas.
Being active and physical is part of our school vision and is part of the wider curriculum, not just present in PE lessons. 2 PE lessons per class, per week; plus swimming for KS2, forest school once per class per half term, active lessons.	Sports leaders trained, resources bought to aid active lessons, planned opportunities to maximise curriculum time during the week. Forest school trained leader helps to run regular forest school lessons smoothly.		appropriateness. This has allowed the children to be active at playtimes and have good, well - resourced sessions to provide for our children.	Year 5 will be trained as sports ambassadors in September along with other year 5 children being trained to be wellness ambassadors to run wellness club into next year.
RLT- coaching Lancashire Scheme sessions RLT- 2 times weekly afterschool.	High quality trained coaches lead sessions for KS2 on Monday PM to follow the Lancashire scheme for PE			













Key indicator 2: The profile of PESSPA be	ing raised across the school as a tool for	whole school impr	rovement	Percentage of total allocation:
				26.13%
Intent	Implementation		Impact	4353.92
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 achieveare 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 have a wide range of high-quality sports equipment which is regularly monitored and updated to ensure that our PE resources are effective. This allows our children to access a wide range of sporting opportunities and have the equipment necessary for high quality PE and a raise in profile of PE across school. Our children understand the need for regular physical activity and allow this to amalgamate with their life choices outside of school. Staff are conscious about the benefits of PE and relay this thought to pupils.	sessions for our children. Amaven software has allowed our staff to be better skilled in delivering high quality PE. Staff use video demonstration of skills in needed. Sessions are tailored to the individual needs of our children meaning that every child has access to, and understands the importance of	4353.92	Children are above expected progress across the school as a whole. Progress is tracked to monitor physical literacy and the children are assessed termly. Children who are below standard are easily identifiable and targeted intervention can be set.	Increase the number of children being active through the school day. Moki bands need to be reintroduced. Review School development plan, Whole school policies/PE policy Use PE leader meetings to review, evaluate and plan for the next academic year. Continue sports leaders & Bronze Ambassadors through the Rossendale Primary Leadership Academy. Sports Ambassadors leaders to run their own club for younger pupils at lunchtimes.











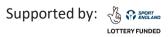


Key indicator 3: Increased confidence, kn	owledge and skills of all staff in teachin	g PE and sport		Percentage of total allocation:
				10.13%
Intent	Implementation		Impact	1688.49
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
Further improve the quality of learning	School Sport Partnership CPD	1688.49	Increased knowledge and	Provide further opportunity to
and teaching in PE and school sport.	programme utilised.	1000.43	understanding throughout school	increase staff confidence and competence in delivering high
Coaches employed through the RLT are	Specialist coaches and providers for		Confidence in planning, teaching and	quality PE and school sport
to deliver the PE curriculum, to	staff training to increase the		assessing National Curriculum PE.	through appropriate CPD.
increasingly involve teaching staff	knowledge and confidence of staff in			
supporting lessons	delivering PE.		Enhanced quality of provision	Team teach lessons with other
	_		Increased pupil participation in	staff members.
1:1 lesson observations to monitor staff	Quality resources support teachers		competitive activities.	
effectiveness and confidence.	and support staff.			PE teaching is furthered through
	PE lead/sports coaches used to help		Increased performance levels in	insightful assessment and
Ensure PE and school sport is shared on	upskill teachers through modelling		·	planning.
the website and in newsletters.	lessons, team teaching, help with		School athletics and Football	
High quality PE lessons delivered during	planning and observations.		champions.	
curriculum time.			Opportunities increased.	
,	Subject Leader attends relevant		In alucius augriculum	
throughout the school.	network meetings to gain relevant information.		Inclusive curriculum.	
School staff better equipped/ more			Increased capacity and sustainability	
confident to teach PE in school through				
regular shared planning and professional			Continued progression of all pupils	
dialogue.			during curriculum PE lessons	
Monitoring use of schemes and whole				
school PE coverage.				













Key indicator 4: Broader experience of a r	range of sports and activities offered to	all pupils		Percentage of total allocation:
				19.19%
Intent	Implementation		Impact	3196.97
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	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
Further opportunities to take part in a	Sports coaches to provide	3196.97	Engaged or re-engaged disaffected	Increase opportunities for KS1
range of school sport through extra-	age and key-stage appropriate extra-	3190.97	pupils	
curricular clubs, competitions and events.	curricular sporting opportunities		Increased pupil participation	Continue to develop relationships with community coaches so a
Extra- curricular opportunities for all	Website/PE noticeboard up-to-date		Enhanced quality of delivery of	broad and wide range of activities
pupils.	range of clubs currently on offer		activities in school time.	can be offered to all age groups.
Provide additional links to Community Sports Clubs	Links made with coaches and outside clubs		Enhanced, extended, inclusive extra- curricular provision through positive dialogue with RLT.	Provide opportunities for children with SEND, the least confident and the least active to attend
Children participate in tournaments held	Equipment continues to provide			exciting,
through RSP.	opportunities during break and		Improved behaviour and attendance	
	lunchtimes.		and reduction of low level disruption	













Key indicator 5: Increased participation in	n competitive sport			Percentage of total allocation:
Intent Implementation			Impact	29.31% 4883.91
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 challenge themselves through competitive sport where the school sport values are of high priority. Regular participation in School Games competitions. Select children who we feel would benefit most from the opportunities available in the Rossendale Partnership events calendar. Enter external events to give pupils the opportunity to compete against other schools Inter house competitions.	Engagement with partnership coordinators Staff/ parents/ volunteers and young leaders to support attendance at competitions. Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. Update the playground with markings, active play and refurbishment of existing resources	4883.91	Sports day set up, participated in and enjoyed by ALL pupils. Fixture results to be published in	Give opportunities for children with SEND, the least active and the least confident to attend competitions and events. Identify a set number of competitions/events to provide transport to. To develop further links with external agencies in the community to ensure more pupil participate in community clubs outside of school Competition reports on website













Signed off by	
Head Teacher:	Andrea Holt
Date:	21 st July 2023
Subject Leader:	Andrew Greenwood
Date:	21 st July 2023
Governor:	Tamsin Birch
Date:	21st July 2013











