

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.

funding sustainable improvements to Schools must make additional and 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:

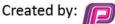
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils ioining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages 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.

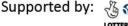
Schools are required to publish details of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2023.

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	£O
Total amount allocated for 2021/22	£ 16,590
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 16,690
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 16,690

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	All pupils across the school swam for
	two half terms each from Reception to
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land	Year 6. The junior children swam in
which you can then transfer to the pool when school swimming restarts.	the small schools swimming gala.
Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do	The junior children all completed
not fully meet the first two requirements of the NC programme of study	water safety awards.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	% 100
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	% 63
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 63
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:	Date Updated:		
Key indicator 1: Increased confidence	Percentage of total allocation:			
				27%
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:
PE and School Sport -providing all staff with professional development, mentoring, appropriate training and	Our cluster PE co-ordinator has taken part in local PE Subject Leader meetings. The cluster PE Co-ordinator shared the learnings with colleagues during staff briefings.	£1500	Increased participation in competitions, understanding of requirements to achieve different levels of the School Games Mark, updates on Well-being & Physical Activity Projects eg Big Moves, Energise, Move It March etc.	SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver whole school staff workshops. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.
	was identified as an area for development. CPD was provided by	£370	Teachers feel more confident when teaching dance and children therefore gain more from the lessons. Teachers feel able to adapt the Val Sabin PE scheme more easily in the area of dance to make it more accessible for all pupils.	











Key indicator 2: The engagement of a primary school pupils undertake at least	ast 30 minutes of physical activity a da			Percentage of total allocation: 0%
Intent	Implementation	Ī	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 involve and encourage the least active.	Active project, 5 weeks of activity for pupils in year 5/6. The activity was chosen by the participants. This included martial arts. The school took part in the SLSSP Big Moves project designed for KS1 pupils who lack fundamental movement skills/physical literacy. A coach from SLSSP deliver 6 sessions to targeted pupils, the pupils undergo a fundamental movement assessment on week 1 and 6 to evaluate the impact of		(19 pupils). Children asked if they could continue learning martial arts and took home information about local clubs they could join.	We provide staff to supervise all of the targeted physical activity projects delivered by SLSSP. As a result, the staff feel confident and competent in delivering the programmes, therefore the projects can be embedded in school and are sustained throughout the year.
	The school participated in the Energise Club. The 10 weeks of sessions delivered by SLSSP staff with Year 4 pupils. The sessions included fun		All Year 4 pupils took part in the Energise Club. They learnt how to be more active and to make	













	physical games and mindfulness. A member of staff supervised the sessions.		healthier life choices.	
in 30 minutes of physical activity during school time and take part in	The whole school took part in the Move It March project. Each child was given a physical activity tracker to fill out during March 2023. Certificates and prizes were awarded to children who achieve physical activity milestones (250 active minutes=Bronze, 500 active minutes=Silver, 750 active	Membership	South Kilworth children took part in the Move in March project. Children logged their achievements. 'Active Anita' and a representative from the SLSSP visited school to promote the event.	
		·	On the school Friday Flyers all SLSSP resources were shared, including links to holiday clubs and newsletters. Children and parents have greater awareness about what is available over holiday periods.	
	Promote physically active lunchtimes by zoning outside areas. Activities were provided by Sports Ambassadors and lunchtime staff. Encourage children who achieve success outside school to	SLSSP Membership	Increased and organised physical activities at lunchtime, complementing the two separate pieces of climbing apparatus. Celebration assemblies on Friday celebrate sporting achievements completed by children outside of school hours.	













Key indicator 3: The profile of PESSPA	A being raised across the school as a	tool for whole s	chool improvement	Percentage of total allocation:
				47%
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:
To engage student voice and use students' leaders to raise the profile of PE and School Sport.	The school trained 4 students to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sport organising crew and devised action plan to promote PE and physical activity in school.	SLSSP Membership £190	The Sports Ambassadors offered a range of activities most lunch times for the whole school to participate in. They awarded a weekly certificate on Fridays for children who participated well in line with the School Games Values.	•
Encourage active travel to school.	Sporting achievements were also celebrated sport in assemblies. The school newsletter to contain information about physical activity, sports clubs and fixtures. The school took part in an Active Travel Month. During October 2022,	SLSSP Membership	Sport ambassadors also led the sports day activities, setting up a carousel of activities and reporting on timings and points scored for their team. The Friday Flyer shared all sporting achievements with the wider community. Sporting Club information was also shared in this way. Celebration assemblies	
	students and families were encouraged to walk to school.		celebrate sporting achievements outside of the school day.	The school continues to promote active travel through school newsletters and social media. The school works closely with the









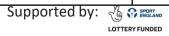




		SLSSP Membership	Children looked at how to travel safely to school but also how to travel safely. The competition was won by a child in Year 5.	
Embedding Physical Activity and Wellbeing into the school day	member of staff from SLSSP delivered a Playground Leader workshop to Year 5/6 students.	£7705 SLSSP Membership	Sports ambassadors set up lunchtime activities for children in all year	The lunchtime supervisors have created zones to ensure a variety of activities can take place during lunch times. The Playground Leaders will continue to put on a lunch time clubs for all children.
	We utilised the SLSSP Return to Wellbeing resources to support students back into school. These included:		groups.	
	Active lesson break resources for teachers to use at any time throughout the day. Following lockdown students struggle to focus for long periods of time so SLSSP devised some easy to implement 5 minute brain and active breaks. The brain and active breaks allowed mental refocus and the opportunity to expel some energy. There was a crosscurricular theme.		Children have active breaks between lessons, helping them to focus on the next task.	
	The SLSSP deliver Staff Well-being Ambassador training for 2 members of staff in school. The ambassadors			











	took part in physical activity and mental health training. The ambassadors devised an action plan to support staff well-being. We were awarded £150 of funding to support our action plan.		A member of support staff attended the training and shared ideas back in school to support mental health of staff.	
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation: 1%
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:
Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	9	SLSSP Membership	festivals to develop and succeed in a	To continue to pledge to champion all new events and activities and to highlight these to particular groups of children.
		Membership	This 'develop' activity helped our younger pupils to practise attending events to represent their school and to build confidence in trying new activities.	









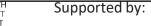




The school sent out the SLSSP SLSSP Christmas physical activity resources to all parents, it was designed to keep Membership Children were able to remain active children and families active over the over holiday periods. Christmas holiday. We also sent out the SLSSP resources design to keep children active and healthy over the Easter and Summer holiday. All children/all classes learnt a dance either around or using the maypole To learn and practise skills required which was showcased at the for maypole dancing and to share this traditional Summer Favre where attainment within the school and parents, careers and the wider local community. community came to watch. Year 6 leavers event – fencing The Year 6 children had a special leavers celebration evening in school where the focus sporting task was fencing. The Year 5 and 6 children took part in £175 Children in Year 5 and 6 signed up for the Brownlee Triathlon. Swimming, the Brownlee Triathlon. bike riding and running. Children felt a great sense of achievement and won medals for their efforts. Year 6 children took part in Bikeability Year 6 children took part in Bikeability, receiving safety awards to be able to ride on the road with supervision.























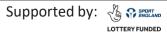


Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				24%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.	ability, SEND, less active and Pupil Premium pupils. We participated in sports festivals to aid transition to secondary schools. Pupils took part in INSPIRE festivals which are designed to engage targeted pupil and inspire them to be involved in physical activity. (KS1 multi-sports festival, Energise, active aspirations) Pupils also took part in DEVELOP	SLSSP Membership SLSSP Membership SLSSP Membership	Children across all year groups completed the virtual competitions. 84% of children in KS2 participated in at least one competitive inter-school sporting competition, which is an increase of 13% from last year. Of these children, 65% took part in 2 or more different events. In some sports, children in year 4 played in the Year 5/6 teams, enabling the older children to enter the competitions. Of the 16% of children who didn't compete all the children took part in an inclusive activity in school. In total, 100% of children in KS2 took part in activities/competitions on top of their 2-hour weekly PE sessions.	next year, both virtual and face to face competitions will take place. The SLSSP's will develop a calendar of competitions/festivals designed to INSPIRE pupils, DEVELOP physical literacy and sports skill and enable students to EXCEL. The school is committed to taking part in the local competitions.













took part in activities designed to		
improve agility, balance and co-		
ordinator (physical literacy).		
(Move it March, active travel)		
Forest school sessions led by qualific	ed	
practitioner for all year groups over	£2300	
the academic year		

Signed off by	
Head Teacher:	Heather Phite
Date:	1.8.23
Subject Leader:	
Date:	
Governor:	
Date:	











