

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 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.

Please visit [gov.uk](https://www.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 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 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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17470
Total amount allocated for 2022/23	£17340
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17340

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 2023. Please see note above	%75
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	%50
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/ <u>No</u>

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: £17340	Date Updated: 11.11.22	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %47
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:
Opportunities in place to ensure all pupils undertake 30 minutes of activity a day in school. Encourage pupils to lead a healthy lifestyle out of school and engage in 30 minutes of physical activity each day. Ensure more children who are less active engage in 30 minutes activity a day.	Active learning in the curriculum is recommended as much as possible – Wake up shake up songs/dough disco in mornings before lessons start. The hall allows each class to have two 60-minute PE lessons a week. - Huge outdoor space (upper playground and large field) so if halls are taken up by alternative things PE is not cancelled. Sports ambassadors (pupils), along with lunchtime supervisors, ensure playtime and lunchtimes are active and provide opportunities for children to engage in a range of sports, developing their physical literacy during unstructured time. Use of Real PE scheme and PE planning scheme so lessons are effective, high quality and active as a result of	£8144	Pastoral manager/playground ambassador initiative PE Lead- survey-autumn/summer Premier Sport (lunchtime club also) Jess (£30 per hour) Forest schools (£3510)/extra curricular/enrichment Various PE planning implementation and trial. Bolsover School Sports Partnership (£2274)	Continue to develop staff CPD to ensure activity levels during PE lessons are high. -Ensure equipment is efficiently stored so there is enough equipment for an effective lesson, ensuring everyone is active and engaged. -Playtime and lunchtime activity strategy – increased use of pupil play leaders. Play leaders have received appropriate training from school sport partnership. - Timetable to be created to engage in their role and responsibility.

	teaching delivered with confidence and efficiency. Competitions (football Y3/4, Y5/6 boys girls and mixed, cricket Y3/4 y5/6, street dance, sports day, sport hall athletics KS2) - Sessions made to practise in preparation for competitions - Lunchtime clubs (gymnastics, dance, cricket) - After school clubs (football, dance) Lunchtime activities- lead by mini leaders/sports ambassadors.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Newton Primary School is considered a sport/active school and encourages all pupils to engage in as much PE, sport and physical activity as possible. PE and sport in school is celebrated and many children have a love of sport. We want to continue this and develop this love so that it continues when they leave school. We want our teaching to be high quality with good practice shared across other curriculum areas. We want our PE teaching to enable the development of life skills that are transferred to other	Special assemblies are used to promote and celebrate activities and sport Newton get involved in. Whole school sports day, enabling all pupils to participate. Celebration assemblies are used for children to be recognised for their sporting achievements out of school. PE curriculum develops whole child skills. Lessons have social, emotional and thinking skills to achieve within each lessons as well as physical skills. Our PE curriculum has links to PSHE, so	£2500	-from sports day and competition held outside of school it is evident children are using their whole child skills that are developed through the Real PE scheme. Children encourage each other and show great sportswoman and sportsmanship. -children are developing and becoming secure in their fundamental movement skills throughout lower school and it is clear through learning walks that upper KS2 children are able to apply	Continue to develop communication to staff on what the school's vision is in regard to PE and what the PESSPA funding is going towards at different stage of the year so all staff are aware. This has been developed throughout the year.

curriculum areas, wider school and beyond. We want our PE curriculum and enrichment offer plan for and deliver against personal development outcomes.	children are learning how to lead a healthy lifestyle and the effects activity has on our bodies and mind. Assessment strategy put in place to ensure chn are receiving quality feedback so they are progressing towards their targets and are motivated to participate with PE. PE displays support teachers in their delivery of PE. Trained sports leaders (sports ambassadors) from Y5 raise the profile of PE and school sport.		these into game situations and focus on attacking and defending skills. This shows our curriculum is progressive.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%10
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:
A continuation of good training and CPD provided to staff. Developing staff skills and confidence is key and schemes and CPD (staff meetings, external CPD) will be offered. The PE lead has also offered support and mentoring to staff who are taking a lead on clubs, activities or competitions.	Staff questionnaires identify needs of staff and therefore the direction of CPD. Learning walks to monitor delivery and assessment of PE. Feedback provided to staff. Sports ambassadors and mini leaders have been trained to provide structured activities and sports at playtime and lunchtimes.	£1750	-staff have an increased positive attitude towards PE and through staff questionnaires and feedback now feel confident, inspired and excited to teach PE. -behaviour within PE lessons are consistent to those within the classroom where children are rewarded for showing great sportsmanship/ sportswoman ship and our school values.	Continue to deliver staff meetings where the PE lead demonstrates and models effective PE teaching using the appropriate assessment and differentiation tools from scheme. -to continue to explore a summative assessment strategy that does not increase teacher workload in line with whole school approach.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
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: Continue to develop the range and breadth of sports offered so children engage in sport on a regular basis and try new sports. School continues to offer a wide range of sports ensuring all children participate in a range of sports led by high quality teaching.	Real PE and PE Planning scheme offers a huge range of sport. Each year group will cover a range of sports/ physical activities within the year. Links with the community created to offer a range of clubs within school lunchtime (gymnastics) and afterschool (cricket, football, dance). Membership with Bolsover Sports partnership has provided opportunities for children to take part in a range of sporting opportunities. Children are encouraged to take part independently and as a team. Real PE scheme develops different social, emotional and thinking skills that ensure children are developing team skills e.g. to congratulate others' success.	£4446	children are exposed to a range of sports and understand that striking and fielding/ invasion games/ net and wall all support the skill development of specific sports. children are engaged in individual and team sports as well as forms of exercise like yoga and skipping so they are aware of all the different elements to exercise. children have joined clubs outside of school from the link made within school	Develop a with register of PP and SEND children attending lunchtime and afterschool clubs and continue to look at different ways to increase participation for a variety of groups. -Create a sporting calendar at beginning of the year to road map competitions that we will attend and ensure sports are covered within curriculum prior to competition.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%3
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:
Continue to offer the wide range of competitions in school so children learn how to enjoy competition/ be competitive and take this into life outside school. Sport is seen as valuable and celebrated. More children are involved in competitive sports.	Children are continued to be celebrated during assemblies each Friday for their achievements so that they feel recognised for their participation. Photographs are continued to be displayed on the PE board and on twitter to promote engagement in sport participation.	£500	Children motivated within lessons where there is challenge and support provided to suit needs of all children. sports day activities allowed everyone to participate without any anxieties and enjoyed receiving a certificate for participations as well as place stickers for running races (evidence of a balanced curriculum). -School Games specific group events has started to increased the number of chn who represent the school in competitions and events.	-Continue to offer a range of intra competitions within school (specific sports on the lead up to inter competitions). Ensure opportunities are consistent through school so each year group receive competitive experience to represent the school. Increase engagement between home and school (time for chn to share sporting opportunities outside of school in a show and tell format as an example)

Signed off by	
Head Teacher:	B. Wray
Date:	18.7.23
Subject Leader:	F. Speirs
Date:	18.7.23
Governor:	

Date:	
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