

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 to make additional sustainable improvements the and Physical Education, School Sport and Physical Activity (PESSPA) the quality of 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 for the revised DfE guidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend. DfEencouragesschools 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. The funding should be spent by 31st July but the DfE has stated that there will be no clawback of any unspent money so this can be carried forward into 2023/24.

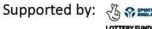
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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 | £0.00 |
|---|----------|
| Total amount allocated for 2021/22 | £23,780 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £8,862 |
| Total amount allocated for 2022/23 | £7079 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £ 15,941 |

Swimming Data

Please report on your Swimming Data below.

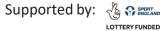
| Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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 | Year 6 receive a six week block of swimming lessons. The lessons are differentiated and focus on basic strokes, water safety and the local swimming gala |
|--|--|
| 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 | 89% |
| 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 | 89% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 83% |
| 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 |















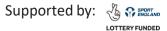
Action Plan and Budget Tracking

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: The engagement of grimary school pupils undertake at least | 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: |
| To develop pupil engagement at play and lunch times | MDSA and playground leaders trained in effective playtimes. | £ 400 | Children playing a range of games | To keep promoting – playground leaders to train new leaders |
| | Develop the playground | £3,700 | To provide further opportunities to develop and sustain engagement | To plan activates around new markings |
| To increase activity levels of all pupils | We have purchased a range of playground equipment | £750 | Children have more opportunities to be active and try new skills | Monitor use of equipment |











| Key indicator 2: The profile of PESSPA | A 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: |
| To promote sports, physical exercise and a healthy lifestyle | We had an outside company bring in a world champion to promote PE - especially to the girls. | £500 | The children all loved the visit and we promoted PE to all stakeholders | To continue to ensure girls have equal opportunities. |
| | We achieved the healthy school's excellence award | | A brilliant opportunity to reflect on the school's achievements - PE was praised by the validators | To build on our successes and keep improving the opportunities for the pupils |
| | We continue to celebrate achievement outside of school | | Children are excited to talk about/share their experiences outside of school | To continue to promote and share |
| | We use Friday achievement assemblies/newsletters to raise the profile of sport | £0 | All sporting achievements promoted to all stakeholders | To continue to promote and share |
| | We achieved the Gold award for Sports Mark | | Sport is at the heart of what we do | To continue to promote sports in all aspects |













| Staff hoodies purchased | £500 | All staff are dressed for PE | All staff/pupils dressed appropriately for PE |
|---|------|------------------------------|---|
| Additional 'Proud to be Dallington' tee shirts purchased | | | Children can take a sense of pride in appearance when representing school |

| Key indicator 3: Increased confidence | e, knowledge and skills of all staff in | teaching PE and s | sport | Percentage of total allocation: |
|---|---|--------------------|---|--|
| | | | | % |
| 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 develop staff's confidence and knowledge | We have a PE specialist planning and delivering PE alongside the class teachers | £3000 | Niki was mentioned in the healthy school's accreditation. Staff report feeling more confident | Staff to continue to receive support |
| Key indicator 4: Broader experience | of a range of sports and activities off | ered to all pupils | | Percentage of total allocation: |
| 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: |













| IMARK AWARA | This was based on another excellent year of supporting pupils' achievements in PE | T.U | Children have been engaged and achieved brilliantly in a range of sports | To develop KS1 opportunities |
|---|---|-------------|--|---|
| We achieved the healthy school's excellency award | This focused on excellence within PE, PSHE and MHWB | 2.0 | , , , , , , , , , , , , , , , , , , , | To continue to build on the school's excellent work |
| | Whole school offered a term | Dananta nav | Children have the opportunity to learn a life skill | Continue to promote and offer |

| 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: |
| To continue to offer opportunities to all pupils to partake on competitive sport. | To continue to follow HASP timetable of sports. Continue to develop links with other schools and in house offer. | £500 | All children offered opportunities to participate and represent their school | To continue to 'develop' events for all children |











| Signed off by | |
|-----------------|--|
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |











