

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 the5keyindicatorsacrosswhichschoolsshoulddemonstrate 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.

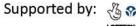
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.

Created 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	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19000
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£18586.85

## **Swimming Data**

Please report on your Swimming Data below.

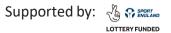
Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances 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	100%- Completed a PP to explain the importance of staying safe in water, self-rescue techniques on dry land and discussed drowning prevention. 34% (20/58)- Have practiced self-rescue techniques in the pool.
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	28/58- 48%
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	28/58- 48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	34%(20/58)
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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:	19 <sup>th</sup> July 2023	]
			Percentage of total allocation:  11%	
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:
<ul> <li>All children to undertake 30 minutes of physical activity a day through different active learning strategies.</li> <li>To inform children about the importance of improving and maintaining their physical health and well-being through daily physical activity; thus giving them the curiosity of knowing how to maintain fit and healthy.</li> <li>To increase activity levels at break time and lunch time for all pupils.</li> </ul>	English.	£975 5 x £125= £625	<ul> <li>✓ Part of the 30:30 offer- where staff can use Active Maths and English, as a practical resource.</li> <li>✓ Lowest 20% support (MK lead).</li> <li>✓ Year 2 and Year 6 use this as additional revision sessions in preparation for SATS tests.</li> <li>✓ Completing rotas for playtime to ensure that children have structured play linking to their 30 minutes of physical activity.</li> <li>✓ Liaising and completing a timetable for MK, so he completes intra-sporting competitions with children during lunchtime.</li> <li>✓ Organising sessions from Spark Active so two year groups (120 children) could receive Healthy and Active Lifestyle Workshops linked to Science topics and</li> </ul>	<ul> <li>Sustainability and Next Steps</li> <li>→ Maintain a structured timetable to ensure children have 30 minutes of physical activity a day.</li> <li>→ Create a tracker system that can be used by all children to monitor the amount they complete.</li> </ul>











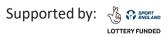


<b>Key indicator 2:</b> The profile of PESSPA		<b>£457</b> Dool for whole sch	Iunchtime supervisor CPD.  ✓ Introducing structured play for students on KS1 to continue to develop fundamental movement skills.  ool improvement  Impact	Percentage of total allocation:
Your school focus should be clear what 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:
Through faith at the centre of the school, as SSMJ a key aim is to continue to raise the high standards of PE provision across the school.  Through faith at the centre of the school, as SSMJ a key aim is to continue to raise the high standards of PE provision across the school.	Membership with Spark Active (formally Kingsbury School Sport Partnership).  Support for PE lead and CPD coach. Opportunities for further CPD sessions for staff members. Specialist staff to complete workshops and CPD support. Attendance at Level 2 and 3 competitions.	£3750 + £420 (Y1)= £4170	partnership days, which have provided up to date CPD and other opportunities made available to school.  CPD  ✓ SR had PE deep dive questioning when OFSTED call was made.	year.  Provide additional opportunities for children with PP and SEND to support with reading through the Shooting Stars programme.













✓ Play leader Training (Y4 and 5)
(20 children)
Competitions (PP/BAME and SEND
focus)
✓ KS1 Boys Commonwealth
Festival.
✓ Year 5 and 6 Girls Football (2
teams→ 20 girls)- <mark>2 events</mark>
✓ Year 4/5/6 SEND Archery
✓ Year 5 and 6 OAA Festival (20
children)
✓ SEND Boccia tournament (where
we advanced to the finals)- 10
children.

<b>Key indicator 3:</b> Increased confidence,	knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation:
Intent	Implementation		Impact	<u>57%</u>
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:
<ul> <li>To continue to develop teachers, TA's and lunchtime supervisor skills and confidence in the delivery of all areas of the PE curriculum.</li> <li>To support teachers with the delivery of PE including ECT's (Early Career</li> </ul>	<ul> <li>This is used by staff for one PE lesson a week to support their confidence and delivery of high</li> </ul>	£375	<ul> <li>✓ CPD support for staff when they are teaching lessons.</li> <li>✓ Planning completed to a high standard linking to our LTP.</li> </ul>	Sustainability and Next Steps  → Ensure all roles cards are embedded into the curriculum by staff and children.
Teacher's)	PE lead release time.	20 x £125 = <mark>£2500</mark>	<ul> <li>✓ Establishing a LTP for PE to ensure 2 sessions are completed a week.</li> <li>✓ OFSTED PE Deep dive</li> <li>✓ Release time to complete monitoring to ensure high quality</li> </ul>	













Key indicator 4: Broader experience of Intent	<ul> <li>Providing each teacher with 1 session of CPD support each week during PE lessons.</li> </ul>	£8000	PE is established including timetables.  ✓ Organising of sport events including Vocations Week (Olympic Athlete), Sports Day, Coronation Day and Orienteering Week.  ✓ Displays updates.  ✓ Sports Captains meeting.  ✓ Sports Day Organisation.  CPD  ✓ What does High Quality PE look like?  ✓ OFSTED PE Expectations  ✓ PE Roles  ✓ ECT Support (Autumn II)  ✓ CPD support for staff for 1 PE lesson each week (including ECTs).  ✓ Completing after school sports clubs each week (Multi skills, Athletics, Girl's Football).  ✓ Taking children to competitions.	Percentage of total allocation:
	•		-	
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:













<u>•</u>	Providing a holistic PE curriculum, which ensures that children gain a well-rounded PE knowledge of traditional and alternative sports and about their bodies. This aims to provide children to explore the possibilities that are available to them through PE and Sport.	<ul> <li>Purchase of balance bikes for EYFS.</li> <li>Introduce Level 1 competitions within schools so that children have experience of competing in their chosen sports. Children will be in teams during this competition (linked to the Commonwealth/Geography link).</li> </ul>	£1084.85	√ √ √	Following the Ready, Set, Ride scheme, children in EYFS complete this course as part of their PE lesson and physical development. Children use the balance bikes as part of their structured play. The last lesson of each half term, children complete a lesson on balance bikes so they are continuing their skill development.	<b>→</b>	children additional sports such as Wheelchair Basketball.
•	Having a Commonwealth Silver Medalist and Olympian come to our school to discuss her journey in sport.	<ul> <li>Visit from an Olympian, Ebony Drysdale-Daley.</li> </ul>	£200	✓	Came into school and inspired children through an assembly which explained her life. She then gave children the chance to try judo and showed her the medals that she has gained over the last few years.		

Key indicator 5: Increased participation in competitive sport				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:













To provide increased opportunities for all children to be able to participate in competitions, so that develop key lifelong skills such as: resilience, team work and sportsmanship.

Transport to competitions For most inter sport competitions, we walk to the venues, but there are times where we need to access the train or taxis due to qualification.

- To utilise our membership with Spark Active to become involved in competitions.
- To ensure that our curriculum is fully inclusive enabling children with SEND to compete in competitions in adapted sport such as: Boccia, goalball and seated volleyball. This includes giving every child the opportunity to compete in intrasporting events.
- To build community links with local sports clubs by adding Sport of the Week into the newsletter.



Enables children to access competitions that are beyond the 
To continue to develop club local area for example: KS2 Boccia tournament (Sutton Coldfield College 12 children) and KS2 Boccia finals (Doug Ellis Stadium- 12 children)

## Sustainability and Next Steps

- links with sporting clubs within the local area (Phoenix United Football Club).
- → To host a SEND Boccia competition for MAC schools.
- → To continue to attend competitions held by Spark Active (linking to the School Games values).

Signed off by		
Head Teacher:	M. Lynch	
Date:	19.07.2023	
Subject Leader:	S.Ryan	
Date:	19.07.2023	
Governor:	S. O'Donnell	
Date:	19.07.2023	







