

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 make additional and sustainable improvements must use the 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages 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 2022/2023, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2024.

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 2021/23	£0
Total amount allocated for 2022/23	£18,090
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£18,100
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2024.	£18,100

Swimming Data

Please report on your Swimming Data below.

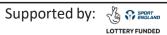
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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	97%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

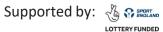
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24	Total fund allocated:18,100	Date Updated:	July 2024	
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 le	ast 30 minutes of physical activity a d	lay in school		39%
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:
of high-quality PE per week as well as a wide range of sporting activities so that pupils develop a good understanding of health and fitness (physical and mental). To ensure children have an opportunity to access physical activity 2 hours per week. -High quality extra-curricular sports clubs taking place each half term covering a range of sports. -Regular 10 minute walk/run as a class. -Walking/cycling to and from school encouraged and rewarded.	2x 1-hour PE lessons per week (in KS1) and longer sessions in KS2 supplemented by additional access to sport and fitness activities. This is in addition to organised activities throughout break and lunchtimes and a wide range of high-quality sports clubs and competitions. -Extra-curricular clubs available to every child from F2-Y6. These change half-termly and priority given to children who receive Pupil Premium or SEND support. These pupils can also access clubs for free. -Bike sheds available to usePlayground equipment available to encourage physical activity and team games. Staff and young leaders	£6900	last five yearsThe number of pupils with SEND or who receive PP has grown this yearMore children in KS2 are cycling to school and using the bike shedMore sports being played at break and lunch times with equipment being used by larger groups of pupilsAwarded silver with Modeshift	-10 minutes extra per day exercise with a timetabled daily mile/yoga or similar activitiesStronger links to mental health and wellbeingExtra equipment and training for staff at breaktimes to organise games and drive-up participation- ensure any new staff are trained. From Sept 23 all PE has been restructured to provide one session with a professional coach dance and gym experts involved teachers to observe/team teach for CPD -2 x full 1-hour lessons at all













			active travel tracked/encouraged daily with special themes and events each termAll SEND/PP pupils access the same PE offer despite core intervention (carefully timetabled) -SEND and additional needs pupils targeted through a fine/gross motor skills intervention called 'Jump Ahead'	-1 session is teacher led with support from planning scheme
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: 8%
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:
displays, social media and the Sports AwardsCompetitive sports activities within schoolPromote values within sport at Springvale Primary that link to the wider school ethos and rules/expectations. A further sporting ethos is developing: children should be	achievement in assembly every weekSports Awards to celebrate progress, achievement and participation of individuals and teamsWhole school themed sports days and other events that include pupils, staff and familiesAssessment completed by PE teacher at the end of every lesson/unit.	£1200	-More children access local sports clubs and activities in the communityThe opportunity to earn points for the team is working well for behaviour, attitude and achievement.	P4sport offer furtherPE scheme embedding- further monitoring and subject enquiry to develop the consistency of













the mindset that they will reflect and	-Encourage core values in PE, after-	-PE scheme followed with same	awards this year- a Centre of
mprove.	school clubs and when representing	day assessment and follow up	Excellence status for the quality
-Team, individual and whole school	school.	work if required.	and breadth of clubs on offer
rewards and awards in place.	-P4Sport links to other local clubs	-Excellent engagement with local	and the School Games Gold
	(tennis, taekwondo, etc)	sports partnership.	award.
	-Marathon March- achievement and	-All SEND/PP pupils access the	
	engagement celebrated for all	same PE offer despite core	
	families and pupils involved- including	intervention (carefully	
	staff!	timetabled)	
		-SEND and additional needs	
		pupils targeted through a	
		fine/gross motor skills	
		intervention called 'Jump Ahead'	
		-staff confidence and	
		competency is rising and pupil	
		assessment standards are rising,	
		especially in gymnastics and	
		dance.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: 44%	
Intent	Implementat	ion	Impact	
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 and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:













PE scheme purchased over 2 years ago. The PE scheme is now implemented to establish clear structure and progression for teaching of skills. -Upskill PE coach and class teachers in kev areas of curriculum.

-Improve CPD for staff through specialist coaches.

-Children receive the best possible teaching that is consistent across the curriculum.

-Improved role modelling of healthy/active lifestyles by staff across safely and effectively when school to reach all children.

-Lesson plans shared with support staff -Lesson observations with so that they understand their role within the lesson and what objective the children are looking to achieve by the end of it. Their support should benefit the lesson and help with the engagement of all pupils.

to support delivery of coherent progressive curriculum. All staff are lupskilling, especially in areas where they are traditionally less confident like gymnastics and dance.

-New gymnastics/dance progression documents are supporting effective planning and delivery for classroom teachers. Leader has organised training on how to use equipment teaching.

constructive feedback leading to improvement of the quality of PE. -Scheme of work includes lesson plans that are to be shared with individual staff members as required.

£8.000

Key areas for improvement taught effectively and safely.

-Dance and gymnastics taught effectively and consistently by class teachers in comparison to previous vear.

-Quality of PE has continuously improved throughout the year and is more consistent across all areas of PE including dance and gymnastics. -Support staff know their role within lessons and are seen being more actively involved. They add value to the lesson and help SEN/low attaining and OAA. children achieve in their learning goals. -consider new events and link

Continue CPD for staff involved with PF.

-Consider occasional PPA time or ongoing training for PF coaches to research and improve practice as appropriate.

-Continue to use mentoring to improve subject teaching and leadership.

-Ongoing training for all staff across the curriculumespecially in new features

to other curriculum areas- e.gl World Book Day- celebrate Harry Potter with some Ouidditch?













Key indicator 4: Broader experience of	f a range of sports and activities offe	red to all pupils		Percentage of total allocation: 4%
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:
Specialist coaches to be used where necessary to ensure key requirements of the curriculum are met. -Develop club links to encourage children to continue their sporting experience outside of school. -Opportunities for all pupils to engage in positive lifestyle choices through links with other curriculum areas and outside agencies. -Varied activities and clubs on offer for each year group. Additional achievements: Local Sports Partnership offering 30 different events including some taster events. A new Spring Cup with 6 events between local school with shared Executive Headteacher.	Bikeability for year 5 pupils. -Links in PHSE/wellbeing to sport, physical activity and leading a positive lifestyle. -Links to local clubs developed and opportunities for children to join clubs outside of the ones offered by school. -Children are all given opportunity to attend a wide range of high-quality afterschool club of their choice. -New extension of 'Get Mucky' KS2 Orienteering and Field Archery events. -Inclusive sports events targeted like boccia. -More sports leadership opportunities developed than ever before including daily opportunities to support and coach younger pupils.	£700	Healthy snacks and lunch choices are apparent in the vast majority of cases. Where this isn't the case we work with	-More pupils and families to access fun runs and Junior Park Runs.













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation
				6%
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:
Inter and intra school tournaments and matches across Y1-Y6Competitions in lessons and clubs through use of 'sporting houses' for the whole schoolAll pupils given the opportunity to represent school if they have been involved in after-school clubsLinks with local schools to strengthen further range and frequency of sporting opportunitiesTeams in all sports and across all ages/abilities/gender, etc6 Spring Cup events including an inclusive sports event for SEND.	Sports day was held for the whole school, including nursery and reception. -All children participated in regular competitive sport throughout the year. 95% of KS2 competed against other schools or at competitions. -KS2 participation was very high when representing school against other local schools. -Y6 children officiated and supported with sports days/sporting events.	£1300		-Continue to lead the local family of schools (10 schools currently) to ensure children are given the best opportunities on a regular basis and develop the breadth and quality of the offer further.













Signed off by	
Head Teacher:	Mr Lee McClure
Date:	24-07-2024
Subject Leader:	Mrs Nicola Exley
Date:	24-07-2024
Governor:	Mr A Noble
Date:	24-7-2024











