

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 judgement. 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 offers
- 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 https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools 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.

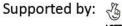
Schools are required to publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

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 31 July 2023.











Details with regard to funding Please complete the table below.

Total amount carried over from 2021/22	£-
Total amount allocated for 2022/23	£16,380
How much (if any) do you intend to carry over from this total fund into 2023/24?	£691.15
Total amount allocated for 2022/23	£16,380
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£15,688.85

Swimming Data

Please report on your Swimming Data below.

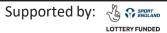
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority 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	100%
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	100%
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?	Yes















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: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 42%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 ensure that consideration is made for children working below the expected standard in PE and support is put in place within PE sessions to help them work towards their targets.	levels	£6955	85% of pupils working at expected or greater depth. Monitoring of PE shows that sports	Continue to utilise Complete PE tutorial resources to support CPD within staff. Look for additional CPD support for staff within the areas of gymnastics and dance.









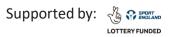


All pupils had weekly swimming lessons on top of two regular PE lessons during the Spring term. Provided opportunities for less active children, who are perhaps working at a lower ability, to represent the school at non-competitive competitions and			
sporting festivals.			
l pupils in regular physical activity – Chi	ef Medical Officer	rs' guidelines recommend that	Percentage of total allocation:
t 30 minutes of physical activity a day in	n school		27%
Implementation		Impact	
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:
autumn term provided by the SGO. These children then led weekly activities for younger children on the playground. Playground Leaders use Complete PE resources to lead sporting activities and games during lunchtime break. Implementing the Daily Mile A full programme of after-school sport was put in place each term by the PE lead. Activities were led by teaching staff as well as sports coaches. A sports coach continued to lead		the Playground Leaders' games. All Year 5 pupils run an activity each week. All children can walk/jog (without stopping) during the fifteen minutes allocated for the Daily Mile. Some children can now run it without stopping, which shows how this has improved fitness levels. Sports clubs have been well attended by a range of ages from	undergo Playground Leaders training. To include a new club which offers a new sport to provide
	on top of two regular PE lessons during the Spring term. Provided opportunities for less active children, who are perhaps working at a lower ability, to represent the school at non-competitive competitions and sporting festivals. I pupils in regular physical activity — Chit 30 minutes of physical activity a day in Implementation Make sure your actions to achieve are linked to your intentions: Children in Year 5 took part in playground leader training in the autumn term provided by the SGO. These children then led weekly activities for younger children on the playground. Playground Leaders use Complete PE resources to lead sporting activities and games during lunchtime break. Implementing the Daily Mile A full programme of after-school sport was put in place each term by the PE lead. Activities were led by teaching staff as well as sports coaches.	on top of two regular PE lessons during the Spring term. Provided opportunities for less active children, who are perhaps working at a lower ability, to represent the school at non-competitive competitions and sporting festivals. I pupils in regular physical activity — Chief Medical Officer t 30 minutes of physical activity a day in school Implementation Make sure your actions to achieve are linked to your intentions: Children in Year 5 took part in playground leader training in the autumn term provided by the SGO. These children then led weekly activities for younger children on the playground. Playground Leaders use Complete PE resources to lead sporting activities and games during lunchtime break. Implementing the Daily Mile A full programme of after-school sport was put in place each term by the PE lead. Activities were led by teaching staff as well as sports coaches. A sports coach continued to lead	on top of two regular PE lessons during the Spring term. Provided opportunities for less active children, who are perhaps working at a lower ability, to represent the school at non-competitive competitions and sporting festivals. Pupils in regular physical activity – Chief Medical Officers' guidelines recommend that t 30 minutes of physical activity a day in school Implementation Make sure your actions to achieve are linked to your intentions: Children in Year 5 took part in playground leader training in the autumn term provided by the SGO. These children then led weekly activities for younger children on the playground. Playground Leaders use Complete PE resources to lead sporting activities and games during lunchtime break. Implementing the Daily Mile A full programme of after-school sport was put in place each term by the PE lead. Activities were led by teaching staff as well as sports coaches. A sports coach continued to lead













and aimed to increase participation through in-school competitions.		

Key indicator 3: The profile of PE and	sport is raised across the school as a	tool for whole	e school improvement	Percentage of total allocation:
				15%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 ensure PE resources are reviewed, maintained, and used effectively across the school to support good teaching & learning.	Money budgeted for general PE resources. Continuation of health & fitness	£2,536.15	support high quality practice across school.	To invest in some PE resources for use during breaktimes only in an attempt to preserve the equipment used in lessons and to
To ensure the whole school PE has a regular health & fitness element that supports the school vision in terms of facing challenges and being the best version of ourselves.	lessons as part of PE and PSHE. Investment in new 'Fit for Life' resource as part of PE lessons. Sport Premium monitored and reviewed as part of governor meeting		Weekly fitness lessons ensure that PE provides a pathway for children to work towards and achieve the school vision.	promote Playground Leaders games.
To ensure that the implementation and review of the Sport Premium strategy is shared and monitored by governors.	agendas. Use of the Leuven scale to assess and support children's mental health and wellbeing.		Governors are aware of key expenditure and areas of development within PE & sport. Whole school Leuven scale (i.e.	
Assess and track children's mental health and wellbeing across school to help	_		teacher assessing children on a 1-5 scale on their involvement and wellbeing and tracking and supporting	















support them in this through sport and well-being activities. As investment in new fitness resource 'Fit for Life' is a recent development (June 2022)- support and monitor the implementation of this throughout the upcoming autumn term. Consider buying in additional CPD (if required).			them) assessment data shows the following: Pupil's achieving a grade 3+ and above for involvement and wellbeing continues to be high: Most recent assessments (summer 2022) show: Involvement = 100% Wellbeing = 100%	
Key indicator 4: Broader experience o	f a range of sports and physical activi	ities offered to al	l pupils	Percentage of total allocation: 5%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE. To engage in an intra-school, interschool & House competitions in a wide range of sports & activities	To continue to combine Pickhill's school sport week with Crakehall, Leeming & Londonderry and Brompton schools. Introduce a range of sporting opportunities beyond the national curriculum for PE.	£742.72	All children have had access to a range of new and different sporting opportunities to help engage them further with these activities. Some of these include: Quidditch Bench ball	Continue to provide and further develop this opportunity to broaden children's experiences of sport beyond the National Curriculum.













Compete in an 'intraschool' Federation competition for sport's week and sport's day.	Playground challenges French boules New-age Curling
Budget for additional resources to provide sporting opportunities beyond the National Curriculum	All children have had the opportunity to take part in an intra-school competition.
Allocate leadership and manageme time required for preparation.	nt

Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
				7%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
resume throughout the academic year- engage in the vast majority of these again	on offer during this academic year.	£1112.35	All pupils in Year 5 and 6 have competed outside of school in an inter-school competition. The school has achieved gold award in the most recent School Games Mark application – July 2023.	Continue to engage in the vast majority of inter-school competitions and ensure all children have an opportunity to represent a team and attend a competition during their time at school.













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











