

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	£0
Total amount allocated for 2022/23	£17,600
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1,403
Total amount allocated for 2022/23	£17,600
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 17,600

Swimming Data

Please report on your Swimming Data below.

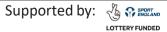
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority 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	68%
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	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	49%
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/ <mark>No</mark>















Action Plan and Budget Tracking

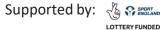
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: £17,600	Date Updated:	13.07.23	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
				18%
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: £3180.40	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across school. Hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities	PE. All our staff attend Early Years (centered on the YST Health Movers programme), KS1 training (centered on the YST TOP Start research and resource), KS2 Training (centered on	Complete PE £21 Vale Royal School Sport Partnership £553.16	reported a positive impact of training through evaluations. All staff have recorded positive experiences and outcomes following support given. The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in:	delivering good or better PE lessons. Continued CPD can come from sharing good practice in school and working with other schools, plus our specialist coaches that we will continue to work with. CPD
able to teach these new sports and physical activities effectively.	Steps' training which will help them develop their practice further. Our school has the support of a specialist PE teacher (our PE & School	SSS Sport Management £126.24 Multiflex	planning and teaching progressive sessions focussed on the identified next steps of each child. • Gave lots of good ideas to help deliver the curriculum more effectively.	Interactive SOW on Complete PE includes over 6500 videos showing outcomes of learning. These videos linked to lessons provides continued CPD beyond the SSP funding.













support.

Our staff attend training in the FA Primary Teachers Award, Shooting Stars Active Play through Storytelling & After School Club training provided by the Football Association.

Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark.

Our staff have continued to engage in professional development in PE. School Sport and Physical Activity including:

- The Power of an Active School
- The Power of a Well School
- Leading High-Quality Teaching and Learning across the School
- Leading Achievement in PE
- Creating the Best PE Provision for our Learners
- My Personal Best Workshop
- Preparing for a 'Deep Dive'
- Assessment in PE
- Recruiting & working with coaches
- FA Active Play through Storytelling & AS Clubs
- Teach Active English & Maths Workshop

needs.

- More ideas about how to enable the children to make progress through the skills.
- Highly effective in introducing the STEP differentiation process.
- Knowing in greater detail what is required during a PE session.

Teacher's confidence in delivering PE has improved, as recognised from staff questionnaires distributed and future CPD sessions have been planned based on the answers in the questionnaires for 2023/24.

Attainment in PE has improved, based on assessments on Complete PE, e.g. swimming in 2023/24 is 68% compared to 66% last year.















Key indicator 2: The engagement of all	pupils in regular physical activity – Chi	ef Medical Office	rs' guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at least 30 minutes of physical activity a day in school		21%		
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	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 practice:		23 17 31 10		
Providing targeted activities or support to involve and encourage the least active	We have received training regarding the recommended 60 active minutes	Complete PE	After-school clubs are available for all children and participation in	Continue to liaise with families and pupils to ascertain the clubs
children.	from Youth Sport Trust & Vale Royal School Sport Partnership. The training	£21	extra-curricular clubs has increased. We have active clubs at different	and activities that pupils want to be attending. This will ensure that
Encouraging active play during break times and lunchtimes.	iocal case stadies.	Vale Royal	times of the day: Breakfast Club, Multi-Sports Lunchtime Club and after-school too. This means that	uptake is high. Pupil voice has already been completed on Koboca, and as a result, a highly
Establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or	We have used the Active School Planner to create Heatmaps of	School Sport Partnership	more children are able to be physically active. 67% of our KS2 cohort are accessing active after-	requested judo club has been organized.
broadening the variety offered.	behaviours. The patterns of behaviour shown by the Heatmaps are that	£553.16	school clubs and 80% of our KS2 cohort access clubs at lunchtime.	Complete PE membership is sustainably priced and SLT can
Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of	English lessons are the least active periods of the day. Breaktime, lunchtimes and travel times are very	SSS Sport Management	32 KS2 children have been trained as	continue to fund this beyond the funding.
key stage 2 - every child should leave primary school able to swim.	active. The actions being taken to tackle the issues presented are to provide further	£126.24	PhysKids/Play Leaders and contribute towards active playtimes by	Play Leader training to be completed by the new Year 6 cohort to help facilitate lunchtime
Advocating active travel to increase activity levels before school (as well as	training on Active English resources we have purchased.		organising activities. They attended a celebration at the Winsford	•
reducing road traffic at drop-off/pick-up times).	Our school has engaged in Vale Royal School Sport Partnership Subject	£2480	Academy at the end of the year. During the Big Pedal, we placed	
	Leaders Active Schools Training in order to develop actions for the areas identified by our Active School Planner	Playblocks	first in small primary schools within our area, with over 70% of our school population	
	Heat Maps.	£295	choosing active travel.	
	We have taken up the opportunity to offer whole staff 'Active Schools'		All children in Reception have completed Prepare2Ride and	













training delivered by Vale Royal SSP to increase staff motivation, confidence and competence to incorporate more physical activity across the whole school day.

We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times

We ensure every child has the opportunity to get involved in extracurricular activity whether at lunchtimes, playtimes or in afterschool clubs.

We consult pupils (e.g. through the School Games Activity Survey on Koboca) about what extra-curricular activity they would take part in and strive to include this in our offer in order to reach our priority groups.

We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active.

We have engaged with the British Cycling balance biking programme Ready Set Se and Big Pedal training to improve pupils skills and confidence and support them and their families take up more active travel to and from school.

We took part in National School Sport Week designed to encourage

Skills2Ride

All classes take part in active learning through Active Maths & English, as evidenced through Twitter. Active maths lessons were enjoyed by pupils, as noted in pupil voice.

All children at school took part in National School Sports Week. including intra-school competitions. Our Sports' Day fostered the intent of encouraging children to participate in competition.

Swimming outcomes have improved this year (68% compared to 66% last year).

Free holiday clubs have been offered to all children. Our Pastoral Manager contacts and personally invites disadvantaged children and children with SEN.



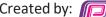






engagement and celebrate physical activity across the whole school.		
All children in KS2 (and Year 2) accessed swimming lessons this year as part of their PE curriculum.		
We enlisted help from our local PCSO to help promote active travel.		

Key indicator 3: The profile of PE and	sport is raised across the school as a	a tool for whole s	chool improvement	Percentage of total allocation:
				18%
Intent	Implementation		Impact	
	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £3180.40	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes). Embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching.	teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers.	Vale Royal School Sport Partnership	The bulletin each week gives information about clubs and activities, and as a result, pupils are keen to get involved. The bulletin also shares success from inter-school competitions and celebrates involvement. Certificates and awards are always presented in Family Assemblies. Teachers are actively implementing 'brain breaks', using the 5 a day	Complete PE membership is sustainably priced and SLT can continue to fund this beyond the funding. Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.
	School Sport.	SSS Sport	website as part of the '60 active minutes' initiative (See Twitter for	Harness the impact of the visit















the school priorities as identified in the whole school development plan e.g. increasing confidence in girls through active storytelling.

We use the key opportunities in the sporting calendar to raise the profile of e.g. sport. British Values and international collaboration and to foster greater engagement in all pupils in school.

Staff have attended training which focuses on increasing attainment across the curriculum through physical activity in order to maximise the opportunities for our pupils to be physically active.

Staff have attended Active Schools workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day. Staff have also attended a British Values staff meeting, which summarised how PE & School Sport link to each British Value.

We are included in the Youth Sport Trust's 'My Personal Best' programme which involves training our staff to adopt the explicit teaching of life skills such as co-operation, resilience and responsibility through Physical Education. This learning will also be transferred into other lessons, their life in school and to their wider lives. We used this format when delivering our whole school Sports' Day.

We are included in the Shooting Stars Active Play through Storytelling & After School Club training provided by the Football Association. This training course and supporting resources have been developed to support 'the

Management

£126.24

Multiflex

F2480

evidence.) As well as this, staff are using Active Maths and English to support active learning in the classroom to improve outcomes in reading, writing and maths.

KS2 pupils are engaged as Play Leaders, taking on a leadership responsibility and improving their personal development. Each class has nominated Sports' Ambassadors (linked to democracy) which support pupil voice.

12 KS2 children delivered individual events at an intra-school competition: explaining the rules to the children, taking score and encouraging others to participate in physical activity.

Those pupils who are least active are encouraged to engage in a healthy active lifestyle, being invited to afterschool or holiday clubs which aim to increase physical activity.

10 KS2 girls were invited to the Shooting Stars event at the Winsford Academy who had not engaged in football previously.

We achieved the Gold School Games Mark award for our commitment to providing opportunities for our

from Jon Macken and encourage children to take the opportunity to visit Witton Albion FC.













	beginner girl' aged 5 to 8 in		children.	
	developing their physical literacy,			
	confidence and speaking & listening			
	skills through the medium of creative			
	play and storytelling. It is expected			
	that through the programme, these			
	girls will grow in confidence which will			
	lead to them becoming more			
	physically active in the playground			
	and engaging in a wider range of			
	activities. We have pledged to offer			
	equality of opportunity in football and			
	complete the annual 'Equal Access			
	Survey' in support of this intent.			
	We used and created a range of			
	resources in Children's Mental Health			
	Week which focused on physical			
	activity and the role it plays in			
	supporting mental and emotional			
	wellbeing.			
Key indicator 4: Broader experience of	I f a range of sports and physical activi	L ties offered to all	pupils	Percentage of total allocation:
				18%
Intent	Implementation		Impact	
Your school focus should be clear on	Make sure your actions to achieve	Funding	Evidence of impact:	Sustainability and suggested
what you want the pupils to know	are linked to your intentions:	allocated:	What do pupils now know and	next steps:
and be able to do. What do they	,	-	what can they now do? What has	· '
need to learn and to consolidate		£3180.40	changed?	
through practice:		13100.40	Cliangeu:	
in ough practice.				
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Introducing a new range of sports and	We aim to provide a broader range of		There is a greater breadth of activity	Continued involvement with
physical activities to encourage more	sports and activities to engage all	Complete PE	planned and delivered before, during	VRSSP as training partner.
pupils to take up sport and physical	children. This means that we will seek	£21	and after school. Clubs are organised	<u> </u>
activities.	the views of our children before	L21		Train more staff to be ASA
	developing programmes such as		children through regular pupil voice	accredited swimming assistants.
Partnering with other schools (The	extra-curricular clubs to ensure that		and we ensure that there is a	Į
Winsford Academy) to run sports and	filled are in an activity milicii	Vale Royal	combination of clubs taught by	Use the Koboca Active Survey to
physical activities and clubs.	maximises engagement of all groups,	School Sport	specialist coaches and also by	plan desired clubs for children.
	at a time/venue which best engages	Partnership	members of staff, to ensure	
Providing more and broadening the	those we want to engage and are	CEE2 4C	sustainability of clubs is a priority.	Continue to organise events with
variety of extra-curricular physical	rewarding to take part in.	£553.16		local schools to broaden the
activities after school, delivered by the			45% of our children attended an	activities and opportunities
school or other local sports organisations			active after-school club last year and	offered.
	engage all learners and ensure they	SSS Sport	it has increased to 67% this year.	
	have the skills and confidence to take	Management		
	part in a wide range of activities.	£126.24	Opportunities such as circus skills and	
		E120.24	judo have been offered to the	
	School staff are trained to create		children this year. As a result,	
	activities in PE and extra-curricular		children have requested these clubs	
	activity which meet the needs of	Multiflex	and they have been planned for next	
	every learner in order to support their	£2480	year.	
	progress.	E2460		
			Pupil voice demonstrates that part of	
	Our offer is inclusive, ensuring equal		children's enjoyment of PE is due to	
	opportunity is presented to all groups		the wide range of sports and	
	and also includes a range of disability		activities we offer. The curriculum	
	and adapted sports such as Boccia		design also means that two different	
	and New Age Kurling.		sports are taught each week, which	
			the children report enjoying. Because	
	We have used PE, School Sport &		of the range of skills children are	
	Physical Actvity as part of our		taught, they enjoy attending various	
	recovery curriculum for students and		sports competitions at local schools.	
	have used lessons to build confidence,			
	fitness and skills.		All children are able to take part in	













	sporting opportunities because of our	
We have followed the 'Celebrate',	inclusive offer, including adapted	
'Aspire' & 'Inspire' grouping for	sports, the Celebrate, Aspire and	
School Games to ensure we are better	Inspire school games.	
able to engage a wider range of		
children in competitive and non-	The impact of our Complete PE	
competitive activities.	subscription is that all teachers have	
	access to excellent resources with	
Children have collaborated with other	clear explanations and opportunities	
local schools (Tarporley Primary	for CPD. Teachers are supported	
School) in active opportunities.	through Complete PE in planning	
	progressive sessions which has in turn	
	resulted in higher quality PE teaching.	

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
				18%
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: £3180.40	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:













Increasing and actively encouraging Teachers attend a range of sport We took part in competitions Competition will be embedded as Complete PE throughout the year and have bupils' participation in the School Games, specific training courses to help us a normal element of learning at broaden the range of competitions entered competitions we may not level 1 stage (in house f21 Organising more sport competitions or we provide for our children. Our staff have been able to enter previously. competitions) through continued will attend training focused on the Children have had the opportunity to Jaccess to house competitions in tournaments within the school. practice before competitions due to class/lesson time through the School Games formats for intra and Vale Roval inter school competition. our greater breadth of clubs. Complete PE SOW. This will bear Co-ordinating and entering more sport School Sport competitions or tournaments across the no cost if the SSP funding stops. Partnership local area, including those run by sporting We take part in a wide variety of We have also been able to include all competitive sports both within school children in intra-school competitions. Access to level 2 (School Games) organisations. and against other schools. By planning £553.16 where whole classes have taken part | competitions will be more a range of intra-school competitions in the competition. successful if we can implement which can be accessed by all groups in transport strategies or attend SSS Sport school, selecting pupils and teams to We have ensured that the least active more local competitions. take part in local inter-school population are also taking part in Management Continue working with VRSSP as a competitions against other schools competitive sports, and with the £126.24 (both within the local cluster and personal best format of the commitment to competitive across the Vale Royal School Sport competitions, all children have been sport. Partnership), we aim to be fully more engaged in competitions involved in the School Games and Multiflex (celebrate). other schools' competitions. £2480 We have received the School Games Our school takes part in National Mark to acknowledge our School Sport Week. We engage with a contribution to school sport. wide-range of festivals and events which cater for many different The 'Celebrate', 'Aspire' and 'Inspire' children, this year this focused on grouping for School Games has meant sports & activities to engage all young that a larger portion of children have people as we as celebrating the been invited to take part in extraupcoming Women's FIFA World Cup. curricular sporting events and have also experienced a higher level of We annually apply for a School Games success. Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC













or by increasing the number of sporting events we enter).	
We have followed the 'Celebra' 'Aspire' & 'Inspire' grouping for School Games to ensure we are able to engage a wider range o children in competitive and not competitive activities.	e better f

Signed off by	
Head Teacher:	Sara Albiston
Date:	17.07.2023
Subject Leader:	Georgia May
Date:	16.07.23
Governor:	
Date:	











