It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) 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 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.

Pleasevisit[gov.uk](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.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](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) of how they spend this funding, including any under-spend from 2019/2020, 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 2024. To see an example of how to complete the table please click [HERE](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).



**Details with regard to funding**

Please complete the table below.

|  |  |
| --- | --- |
| Total amount brought forward from 2021/22 | £ |
| Amount allocated for 2022/2023. | £ |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024. | £26,352.58 |

**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 school at the end of the summer term 2020.  Please see note above | 70% |
| 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 | 53 % |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 53% |
| 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 – 1 week intense swim for children who will be in leaving Year 6 at the end of the 2021-22 school year. |

**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:** 23/24 | **Total fund allocated:** | **Date Updated:** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | 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: |
| 1) To engage with outside organisations to deliver further physical activity sessions at lunch time, with a focus on the least active children of the school and those with particular additional needs.  2) Promote active lifestyle outside of school, predominantly, focussing on walking or cycling to school.  3) To engage more children within physical activity during lunch and break times.  4) To promote physical activity and healthy lifestyle throughout KS2.(To be rolled out to KS1 after successful completion)  5) To engage children in wider physical activity through OAA days. To promote physical health and wellbeing.  6)To increase the number of children reaching the expected standard for swimming. | 1. In addition to the delivery of afterschool clubs, make contact with external coaching organisations to deliver lunch time clubs.   Look at the implementation of the club and its key focus (whether we are engaging all children, the least active or those with additional needs)  After monitoring KS2 lunch clubs and their impact last year, they will continue and will be replicated for KS1 lunch times   1. Have themed weeks in which we celebrate the different ways in which children come in to school (bike, scooter, walking, jogging) 2. To complete a new “layout” and plan for physical activity areas within the playground.   To train Year 6 children as “playtime helpers” to engage more KS1 children within physical activity.  Train further Year 2 children to increase engagement further.  Employment of a sport and physical activity apprentice to support the delivery of physical activity opportunities at break, lunch and after school.   1. Purchase of EYFS specific PE and sport equipment for use within PE lessons and outside of PE teaching time.  * EYFS specific equipment to meet criteria for developing gross motor skills and to promote increased movement and physical activity throughout the whole day.  1. Subsidised payment of OAA activities for children throughout KS2. 2. To pay for an additional swimming instructor to increase the number of children in swimming lessons. | £5000 after school clubs  £644 training and equipment to help train Year 6 “playtime helpers”  £3700 Lunch clubs KS2  £3510 lunch clubs KS1  £500  £10,000  £5000 EYFS specific  £2400 HELP healthy lifestyle  £1000 Development squad, building resilience and wellbeing.  £2000  £6000  £700 | All children are now involved in physical activity during the school day, outside the actual PE session. This can be seen during lunchtimes and KS1 afternoon break. | Welfare staff and TA are all supporting the physical activities and therefore this is sustainable.  KS1 are linking afternoon breaktimes with PSHE to develop games leaders – promotes deeper understanding and interest to complete physical activity at home |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school 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: |
| 1. PE and school sport achievements to be celebrated during Whole School assemblies so that the profile of PESSPA is raised throughout the school, and to inspire other children to engage with PESSPA. 2. Encourage further intra sport competition to engage children in competitive sporting activities and celebrate sportsmanship and achievement 3. Encourage children to partake in the uptake of new sports clubs delivered by external agencies. 4. To encourage children to enjoy and work hard within sporting endeavours in and out of school   - Deliver healthy lifestyle workshops to children and their families to promote health and wellbeing.  To ensure that The Roebuck School partakes in a wider number and range of competitive sporting opportunities against other schools. | 1+4) Implement a sports star of the week for KS1 and KS2 in which they are given a small prize within key stage assemblies. Ensure that there are “sporting values” associated with achieving the award each week and ensure that vocabulary links to these terms are discussed in and out of PE lessons.  2) Intra-sports competitions amongst classes in school  Include a sporting element to Friday celebration assemblies to link to the intra-school/class competitions in order to celebrate the competition and particularly good sportsmanship and dedication.  Purchase equipment that will engage and encourage children to partake in activities that are outside of the usual sporting activities they would partake in and replenish stock for activities that we want to provide more opportunity for.  Link in high profile sporting events to school life to encourage enjoyment and interest. Euros 2024 artwork, decoration, themed competitions. Olympic themed sports days with cross-curricular links and high profile in celebration assemblies to promote further.  Engage with external organisations to deliver 3x after school clubs that include every age group across school and promote movement – linking with wider range of activity to hit more children’s interests. Link these clubs with external organisations as well as inter school competitions e.g. gymnastics with PNE gym coach ahead of school competition.  To ensure that at least 3 clubs delivered by staff in school have a focus on PE, sport or physical activity and healthy lifestyle.  To engage with school games organiser and other bodies within Preston to ensure places are allocated for sporting competitions. | £500 prizes to be used for assemblies and future intra-sport competitions  £80 resources to support the involvement in competitions and activities linked to high profile events (Euros24 and Olympics 24)  £340 to spend on transport to and from inter-school competitions.  £1000 | Profile raised in school  Children who compete in sports outside of school encouraged to bring certificates etc in so we can celebrate in their success.  Teachers share own interests of sport in the wider community/around the world to promote more interest across school – competitions, events, assemblies etc.  Clubs linked to competitions to increase confidence in competing | Include a wider range of sports in clubs run by external agencies as well as school staff  Create tournaments within school that can be linked with lunch time clubs to increase sport in school as well as physical activity and movement  Culture in school already shifting to promote support and encouragement in out of school activities that children are involved in – showing sustainability already |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **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 | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| 1) To offer training to members of staff in EYFS in relation to outdoor learning and teaching of OAA activities within school.  2) To develop a curriculum that benefits the children of Roebuck School, with all staff engaged and in unison about its importance.  3) To ensure technology is available for the delivery of all aspects of the PE curriculum in order to provide highest quality PE lessons.  4) To identify staff to obtain further CPD in specific areas that relate to their role. | To provide potential in school training for support staff to help with delivery of curriculum content.  EYFS opportunities in OAA to develop knowledge.  To identify key skills to support the delivery of our curriculum and audit those skills to fit beneficially. Ensure that staff are aware of the progressions within the subject and link back to assessment knowledge  Through staff conversations and monitoring – following a lot of CPD staff are more confident with knowledge but would benefit from an updated curriculum and additional support modelling certain skills. New planning scheme has been organised and sorted with long term plans developed specifically for The Roebuck, videos are attached to support with confidence in demonstrating and modelling .  To ensure the sports hall has access to the internet in order to support monitoring and evaluation of lessons, assessment and to provide children with the best opportunity to partake in high quality learning (in collaboration with the use of the CTouch screen and speaker systems for music)   1. 4) Class teacher for year group swimming to complete swimming CPD course to enable more confident interaction during swimming lessons and to offer increased skill specific knowledge to children. 2. Yoga course completed to involve a number of new ways to confidently bring mindfulness and wellbeing activities into a range of KS1 classes. | £1000    £720  £1714 new planning scheme with additional CPD opportunities | We have provided external coaches in a range of P.E. topic areas, helping to develop skills in invasion games, net and wall, striking and fielding, dance and gymnastics. We have ensured that staff have received CPD in a range of areas that they choose themselves to outline where the support would be most valuable.  They have supported EYFS staff in OAA as well as EYFS staff completing courses within OAA  Pupils in receipt of coaching made good progression of skills and had good subject knowledge of how to perform those skills. Staff reported an improved level of confidence in teaching P.E. | Staff have expressed the positive impact of receiving CPD that provides planning support and modelling of high quality teaching – staff are more confident with more ideas and ways to deliver high quality lessons in a range of topic areas.  Continue with CPD by support staff delivery with additional resources e.g. videos to demonstrate certain skills so teachers are confident in teaching points.  Continuation of yoga skills and mindfulness/wellbeing activities within class can be built upon – look into further links with this provider to increase knowledge and implementation across the whole school. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|  |
| **Intent** | **Implementation** | | **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 | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| 1) To offer a wider range of sporting experiences to all of our children, particularly looking at those which develop the skills that they are lacking.  2) To encourage those children who do not participate readily in sporting activities to engage in activities in order to engage them in sport, with the hope of them continuing to enjoy sport outside of school.  3) To encourage physical activity and healthy lifestyle through “non-sporting” activities that can be continued outside of school.  Additional achievements: | Partial subsidising of funding for OAA opportunities for all children within the school at Hothersall Lodge.  Offering whole class and specifically selected children (based on physical and social/emotional needs) opportunities to get active and try new skills through trampolining.  Make contact with School Games Organiser with regards to contacts who can provide a broader range of sporting activities. Buy into the services of these outside organisations to deliver additional clubs outside of school.  Develop a questionnaire to see which sporting experiences children would want to partake in throughout the year.  Implementation of a healthy lifestyle within the school curriculum for KS2. | £3000 subsidised for OAA opportunities for KS2(as mentioned above)  (pricing included previously) | Increased resilience, participation in new sports. Information sent out to parents of local centers to continue climbing.  Children in EYFS felt pride and achievement in representing the school.  A wide range of sporting opportunities have been provided and children have experienced new sports – celebrating successes and updates in assembly has increased pride and enjoyment across school. |  |

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| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **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 | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| 1) Continue to provide the children with numerous competitive sporting opportunities, against their peers in school and against other schools in inter-school competitions/ tournaments/ festivals/leagues. More children playing more sports, means more children engaging in sport more often. This will hopefully lead to children following pathways to sports clubs outside of school.  2) Make contact with other schools in order to partake in own activities outside of PESSPA schedule to promote representation of school for those least active children.  3) To make contact with other schools in order to partake in own activities that link to sports that are less often taught (based on clubs and engagements)  . | Purchase of new kits for sports teams. | £340 (travel, entrance and cover as stated above)  £500 | Sports Hall Athletics Event  Netball league Y5/6  Gymnastics Yr5/6  Multi-skills Yr1/2  Multi-skills Rr3/4  Multi-skills Yr5/6 | Sustainability and a higher profile is being seen across school – next year to enter more competitions to increase further |

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| --- | --- |
| Signed off by | |
| Head Teacher: | Mrs J Alexander-Steele |
| Date: | July 2024 |
| Subject Leader: | Mrs Hope Dunn |
| Date: | July 2024 |
| Governor: |  |
| Date: |  |