

It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEencour ages 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 <u>publish details</u> 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. **All funding must be spent by 31st July 2023.**

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 <u>HERE</u>.













Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£16400
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16400
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16400

Swimming Data

Please report on your Swimming Data below.

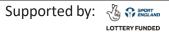
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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 2022. Please see note above	%20
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	%20
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%0
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: 2022/23	Total fund allocated: Date Updated:]	
Key indicator 1: The engagement of a	Percentage of total allocation:			
primary school pupils undertake at le	ast 30 minutes of physical activity a c	day in school		%
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:
For all children to have access to 45 minutes of well planned, differentiated and delivered PE every week.	children to understand the importance of a physically	further along	Through PSHE children explored the importance of a healthy life style which was also supported by the healthy school's programme.	Using PHSE, assemblies and science to help children understand the importance of a healthy life style.
All children to have access to a weekly gymnastics lesson delivered by a level 3 coach.	Physical activity for less motivated children to focus on getting children moving with fast paced activities which will		There was an increase in the number of children participating in PE lessons, gymnastics and swimming.	Set the expectation for all children to be at least watching PE even if they do not wish to participate.
All children to have access to specialised weekly basketball lesson.	help build children's resilience and stamina so that in the future they can access more skills orientated sessions.			Consider more forest school activities and bike ability.
All children to have an opportunity to play an organized game of football or similar sport at the end of the day.			More motivated children joined in with a range of football, basketball, athletics, boccia and Kurling competitions throughout the year.	Look for more opportunities for children to play other schools.













All children to be encouraged to join in with a morning wake and shake activity. All children have access to a weekly yoga lesson taught by a specialist yoga teacher All children to have access to bike, scooters, adventure playground, garden area and sports equipment at daily breaktimes.	children's respect for others while developing a determination to win. Ensure all equipment is of a high standard appropriate to ensure children are able to progress at their own level. Identify children who would like to participate in an outside sports club and who are unable to pay. School to pay their membership for a given period.			Make teachers aware of this aspect of funding and encourage teachers to speak with parents.
Key indicator 2: The profile of PESSPA school as a tool for whole school imp	A (Physical Education, School Sport	and Physical Ac	ctivity nbeing raised across the	Percentage of total allocation: 46 %
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:
Look for ways to link the curriculum with sporting opportunities.	Every child to have access to a qualified sports coach for 45 minutes a week.	£2187 10%		children to be in the area that sport is taking place
Help children to use Yoga as a way of relaxing and managing dysregulation.	During yoga sessions the coach will makes links with how the taught techniques can help	17.19いし	There was an increase in whole school participation	rather than having the option to be somewhere else. This keeps the door open for future











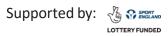


	when feeling dysregulated. This will then be followed up in PHSE lessons to help children practice the techniques outside of a formal yoga lesson		regulation and yoga were at times made outside of the yoga sessions.	involvement and understanding of what sport looks like and involves.
Weekly gymnastics	Every child to have access to a 30-minute gymnastics session led by a qualified level 3 coach.	£2508 12%	Not only were there weekly whole class lessons but gymnastics was also used as an intervention for a number of children of varying abilities.	
Help children to manage dysregulation by using basketball club/ coaching and matches with other schools.	Every child to have access to a basketball session led by a qualified level 3 coach. Evidence of chidlren's self management is a must to join in with fixtures against other schools.	£1/48 8%	Not every child participated but every child, every week had the opportunity to participate in this which was led by a level 3 coach. A number of high profile children were able to use the weekly opportunity to help	
All children have access to 6 weeks of coached swimming lessons	Continue to raise the profile of swimming for all pupils.	Swimming	them regulate better in class.	
			Every child had the opportunity to go swimming for 6 weeks and receive level swimming coach input. Despite not meeting KS2	













			outcomes children's water confidence and swimming ability increased throughout the school.	
Key indicator 3: Increased confidence,	knowledge and skills of all staff in t	eaching PE and s	port	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:
Staff to observe level 3 coaches at work and pick up good teaching practice. All teachers to run an intrasport competition every term for their class and this to include some coaching in preparation. All staff to teach a PE lesson once a term.	Teachers to use gained knowledge from informal observations to teach one planned PE lesson once a month from spring onwards. Teachers to coach children in how to improve their intrasport skills.		to observe many lessons although teachers did get more involved in supporting lessons.	Find different ways to give teachers an opportunity to teach PE so as to keep skills up to date. Put this in the school diary as a regular event. Collect data and compare with previous times etc.
One member of staff to be trained to teach swimming to the whole school to a nationally recognised standard.	Teachers' confidence and understanding of PE and how to deliver lessons in a progressive style.	£250 1% Training in Swimming	Teachers were unable to focus on teaching PE as there were many other challenges that required them to leave the teaching of PE to outside employed coaches.	This needs further exploration and conversations with teachers to understand what is obtainable.













Key indicator 4: Broader experience o	f a range of sports and activities offe Implementation	red to all pupils	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:
Additional achievements:	Identify children who would	£1100	Throughout the year a more	During curriculum planning
Older children to participate in a	,	5%	Throughout the year a more able small group sessions	brainstorm different ways to
water safety course.	additional 1:1 gymnastics.		made up of children from	link the curriculum with movement.
Children to have the opportunity	Time at alala ar managati aga a a ala ta		across the school have	
to go orienteering.	Timetable gymnastics coach to deliver the intervention.		received additional	
	deliver the intervention.		gymnastics input at their level.	
Children to have the appearturity	Review intervention to ensure			
Children to have the opportunity to go rock climbing and canoeing.	a range of children have the		Less able children have been	Continue this next year. Where
10 go rock climbing and cancerng.	chance to access this.		given additional gymnastics in	possible make small groups
			small groups or individually to	rather than 1:1 sessions.
	Use Seeds Of Change to		help build confidence.	Involve older more capable
	Support individual children	£7,340		gymnasts to help with the
	who need a more therapeutic	27,515	Four children who have	1













approach to learning	37%	refused to attend school have accessed this provision.	delivery of lessons.
Arrange with Northampton Town Football for the coaching of this.		throughout the year and many children from across the school have accessed this and this has been used successfully as a reward to	Keep this going and try to get fixtures in the diary months in advance. Keep 2:30 football club as a coaching and match session. Recruit new children to the club.
Research meaningful ways to link the curriculum such as archery in the Stone Age, Fencing in medieval England, orienteering in geography.		There has been very little linking of the curriculum. Children all got involved in a national event called 360 to promote the idea that despite disabilities everyone can	Encourage some teacher brainstorming session to see what could be done. Attempt to run a 6 week in house climbing course for selected children.
morning of indoor climbing	7%	Children very much enjoyed climbing and it was clear that for a number of individuals this provided a great way to	













			not only engage with a different sport but develop self esteem and confidence.	Dougoutto according to the total allegations
Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
I at a st				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:
Children play competitive football with local schools.	Signup to Sainsbury's school sports	£150 1%	Done	Keep the Sainsbury's sport going but develop a net work of other schools who would like to play more regularly with us.
Children play competitive basketball with local schools. Children participate in town wide sporting events	Select children who would benefit most from participating in this type of competition. Timetable fixtures for the whole year.	2%	Children from across the school have participated in a range of town wide sporting events. For some of these events children have received additional training. Children enjoyed these and have been enthusiastic for more events.	Keep this going. Select new children and get dates in the diary earlier.













Relationships with three lother mainstream schools have been developed. Where possible train children Children trained for all events in preparation for such over several weeks and months and this resulted in events. very competitive matches. Use Hotshots club to coach A basketball team has been more able children in established with children from across the school. preparation. Invite local primary school to Basketball team has played Kings Meadow to play another school in competition competitive basketball. twice run by Hotshots. Timetable events and prepare Where children have teachers for the event. attended sporting events this has been recognised in weekly assembly with certificates Use celebration assemblies to and head teacher's award. recognise the effort, success and improved skills in pupils. Organise a summer sports day Sports day went very well Plan a more mixed up for the whole school. Ensure it 1% with 70% of parents sports day for 2024 where is competitive while at the attending and supporting children are not just in same time including a range of their children. their own class.













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











