

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:

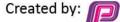
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects: 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 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 HERE.













Details with regard to funding Please complete the table below.

| Total amount carried over from 2021/22 | £0 |
|--|--|
| Total amount allocated for 2021/22 | £19,960 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £ Please complete for your school across both years – remember no carry forward beyond July 2023 |
| Total amount allocated for 2022/23 | £19,970 |
| Total amount of funding for 2023. To be spent and reported on by 31st July 2023. | £ 19,970 |

Swimming Data

Please report on your Swimming Data below.

| Meeting national curriculum requirements for swimming and water safety. | Complete to the best of your ability – |
|---|---|
| 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 | list here how you have gathered the information (survey , lessons , parents etc) Lessons |
| 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 | 85% |
| 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 | 85% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 94% |













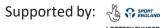
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

Yes – As part of Castle Point and Rochford SSP we collectively contribute to a targeted Top Up Swimming holiday programme to support students to reach 25m. This is coordinated centrally by the SSP team.













Action Plan and Budget Tracking

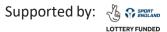
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2023/24 | Total fund allocated: £19960 | Date Updated: | 20/7/2023 | |
|---|--|---------------------------|--|---|
| Key indicator 1: The engagement of a | | | icers guidelines recommend that | Percentage of total allocation: |
| primary school pupils undertake at le | ast 30 minutes of physical activity a c | 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: |
| SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands (see attached) To impact on all students in Key Stage 1 and 2. Please note some aspects are deliberately targeted at least active children. To build regular physical activity into the school day for all students. | 1. Select a group of children to attend 3 x Active Kids festivals to engage the least active students in the school in personal challenges and to develop a love of being active.(3 x Multi skills virtual festival resources were created and made available to all schools, these included video instructions to allow children to complete the festival at home or in school) | all funded through SSP | 1. Pupils selected based on least active and least engaged. Children spoke positively of the events and were excited to be participating in more events. | 1. Use the Personal Challenges to chart activity between festivals. Children feedback ideas to whole school through school council. |
| To provide a breadth of opportunities for pupils to be active daily including break, lunch and cross curricular activities. To work with the wider school | 2. Attendance of SSP Annual Conference May 2023 and training from Teach Active on approaches to make the school day more active. | Point 3 - £3,600 | 2. New strategies to make more of the school day active through approach to literacy and numeracy | 2. Information disseminated through all phases of school. |
| community and workforce through | 3. 'Active Breaks' and challenges | | 3. Pupils participate in active breaks regularly and enjoy trying | 3. Staff in school to use these methods without support from |













| | used to motivate children to participate in high quality physical activity. | between Indicator 1 and 4. | to meet challenges set for their class. This has been most successful with the younger children developing fundamental movements and motivating physical activity. | outside leader. |
|--|--|---|---|--|
| tool to identify areas to improve the | 4. High quality PE and lunchtime equipment purchased to motivate all children to be physically active. | | 4. Children engaged in a range of sport and have access to high quality equipment at all times during the day promoting physical activity during lunch and playtimes. | utilized in active clubs targeted to specific pupils during lunch and playtimes. |
| 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: 2% |
| Intent | Implementation | | Impact | 270 |
| Your school focus should be clear what you want the pupils to know | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what | Sustainability and suggested next steps: |
| and be able to do and about what they need to learn and to consolidate through practice: | | | can they now do? What has changed?: | |
| | Attendance at PE Lead meetings and share outcomes across whole school.(meetings for PE Leads) | Points 1-3 are all funded through SSP Basic membership. | | Regular PE feedback slot at staff meetings to share knowledge. |















| times. | 3. Distribution of termly SSP | | |
|--|-----------------------------------|--|--|
| | newsletter to raise awareness and | | |
| To ensure all staff access PE specific | raise profile across the school | | |
| CPD across the academic year to | community. | | |
| raise the profile and importance of | | | |
| the subject. | | | |
| | | | |
| To provide development support for | | | |
| staff to raise the quality of PE and | | | |
| School Sport on offer which, in turn, | | | |
| will raise the profile of the subject. | | | |
| | | | |

| Key indicator 3: Increased confidence | , knowledge and skills of all staff in t | eaching PE and sp | oort | Percentage of total allocation: |
|---|--|--|---|---|
| | | | | 16% |
| 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: |
| SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent. To impact on all students and staff in Key Stage 1 and 2. | Attendance at SSP PE Lead meetings to gain knowledge to share (Delivered remotely) Gathering and use of SSP PE resources to support staff in school with the delivery of leasenes | Points 1-6 are all funded through SSP Basic membership. Annual cost is | Records of meetings, notes and handouts. Making use of the SSP resource bank to support schemes of work and lesson planning. | to share within whole staff meetings. 2. Central whole school |
| To ensure that all staff are trained in a range of topics to deliver high quality PE sessions. To ensure students are able to actively participate in and contribute to high quality PE lessons. | | Point 4. £2830 | 3. Attend and utilize SSP networking opportunities and sharing of ideas between schools. 4. Pupils have increased | 3. Allowing staff time to attend events and then share findings.4. Staff to lead more sessions |













| and detailed knowledge of a wide range of sporting activities by the end of KS 2. To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage. To ensure students can select and make choices to participate in a wide range of their chosen extra-curricular activities, delivered by highly | subject expert leading sessions. | | confidence when performing in front of peers. Fundamental movement skills developed and children gain creativity to adapt their movements to different styles of music. | to build confidence and skills in delivering high quality dance lessons. |
|---|--|--------------------|---|--|
| motivated and competent staff. To utilise external expertise to ensure students benefit from detailed subject specific knowledge. Students are exposed to and comfortable with participating in school sport opportunities with other | | | | |
| schools. Key indicator 4: Broader experience of | I f a range of sports and activities offe | red to all pupils | <u>I</u> | Percentage of total allocation: 34% |
| 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: |













| SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent. | 1. Access to broad range of Festivals, competitions and leagues. Preparing children. | Points 1-5 are all funded through SSP Basic membership. | 1. All events monitored and children selected appropriately. | 1. A plan to ensure all students have termly opportunities to prepare, attend and represent school. |
|--|---|---|---|---|
| To impact on all students and staff in Key Stage 1 and 2 | | Annual cost is divided equally | | |
| To ensure every child has the | 2. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Key Stage 1 Winter Games. | Objectives | 2. Records of events and students selected – track pre and post levels of activity | 2. Tracking of students attendance and engagement in broader extra- curricular sport post event. |
| opportunity to represent the school in an external inter school competition, league or festival and be able to articulate how this made them feel. | 3. Engaging different students in performance based opportunities such as the Dance | 6. £2,730 7. £3602.50 | 3. Entry details in these events. Children are rotated and selected to broaden participation. | 3. A school plan to allocate different opportunities to different year groups and |
| To develop the 'peer' workforce to build the skills of young leaders to be able to motivate and inspire other young people in school to be active. | Festival, Cheerleading Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities.(Adapted delivery – SSP Step Up and Dance Challenge (Spring), SSP Virtual Dance Festival (Summer) | | | target groups of children. |
| Students to be equipped by the end of KS 1 to enjoy a range of skills and activities to fully engage in active play and games. | 4. Engage with Active Kids Festivals (Adapted delivery – through virtual festivals, videos and resources) | | 4. As above | 4. Tracking of engagement in broader clubs and extra-curricular opportunities |
| Students to be equipped by the end | 5. Use of SSP Community club scheme to offer a wider range | | 5. Completion of community club request sheet. Requests based | 5. Mapping club programme to a wider range |













| of KS 2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete. | of extra curricular clubs. | on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school clubs maintained and monitored. | of festivals and competitions and festivals to track. Allowing our own school staff to support experts in a range of clubs. |
|---|--|--|---|
| To support each individual child to find 'their' chosen sport or activity. | | | |
| To utilise SSP expertise to deliver a wide range of clubs and coaching | 6. Clubs organised across a wide range of activity types. These are before school, after school and during the school day to ensure maximum participation. | 6. Children and parents consulted to ensure clubs meet the needs of the pupils and all children can be actively engaged. | 6. Club records maintained and clubs rotated to target specific and least active children |
| | 7. Equipment purchased to ensure a range of high quality sessions are available across a wide range of sports. | 7. High quality equipment used to ensure all clubs are engaging and interesting to the pupils. | 7. rolling progression of different equipment to be purchased to maintain and build on sport activities which are available. |
| Our students will be able to use correct sporting terminology across a broad range of sports | | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---------------------------|---------|-----------------------------|---------------------------------|
| | Ţ | | | 9% |
| 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 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: |
|---|--|--|---|---|
| SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2. | 1. Involvement of a wide range of students in a broad offer of competitions (Adapted delivery – engagement in the virtual offer of competitions, festivals and challenges) | Points 1-4 are all funded through SSP Basic membership | List of competitions entered and records of students attending. Competitive calendar linked to SSP website. | 1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis. |
| To identify a wide range of sporting festivals and sports for our school and students to participate in. To ensure every child enjoys the experience of representing the school in a festival, league or competition (| 2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities. | Annual cost is divided equally across all 5 Key Objectives | 2. Records of fixtures, training and participants. | 2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit. |
| appropriate to their needs) and is able to articulate the learning taken from the experience. | 3. Entry into Dance Festival | (£390 5. £1505 | 3. List of students and programme from the event. | 3. In school performance to engage and inspire future students. |
| To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver. Students to understand and be able to deal with emotionally, both winning and leging in sport. | 4. Development of intra (in school) competitive opportunities. | | 4. Annual plan of intra competition to act as trials for inter competition. | 4. Build intra competition into whole school diary |
| | 5. Travel to sports events both at local, county and regional level paid for to remove barriers. | | | 5. Develop parental support to reduce cost of travel to some sport events. |

| Signed off by | |
|---------------|-------------|
| Head Teacher: | Emma Dawson |
| Date: | 20/7/2023 |













| Subject Leader: | Steve Jetten |
|-----------------|--------------|
| Date: | 20/7/2023 |
| Governor: | |
| Date: | |











