

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:

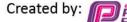
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
 pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. 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 <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 fundingPlease complete the table below.

| Total amount carried over from 2021/22 | £0 |
|---|---------|
| Total amount allocated for 2021/22 | £17670 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £17620 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £ 17620 |

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 | 78% |
|---|-----|
| 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 | 78% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 75% |
| 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 |















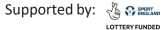
Action Plan and Budget Tracking

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: £18620 | Date Updated: | July 23 | |
|---|--|--|--|---|
| Key indicator 1: The engagement of a primary school pupils undertake at le | Percentage of total allocation: 67% | | | |
| Intent | Implementation | day iii serioor 211 | Impact | 0/% |
| 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: |
| Increase daily engagement in physical activity through the use of the Daily Mile and fitness sessions/active games. | Agree route for daily mile. Provide access to online resource and upskill staff in implementation | Dev: £200 | ALL pupils involved in additional physical activity, working towards guidance for national 60 minutes of physical activity a day. Alternative to daily mile found. Fitness Sessions are integrated as part of the PE curriculum with the target of improving the fitness of children across the school. Additional provisions for physical activity at unstructured times has increased as well as outdoor learning. | Continue to investigate ways to develop this as a daily offer within the timetable. |
| Improve and increase outdoor and adventurous learning and team building provision by offering additional timetabled lessons across the school. | Develop outdoor learning spaces to encourage physical activities inc. EYFS. Deploy member(s) of staff responsible for outdoor learning. Timetable classes for outdoor learning sessions. | Staffing: £4520 CPD: £320 PPA: £760 Resources: £400 | ALL pupils have opportunities to engage in adventurous learning outdoors. Teachers implement the use of OAA as part of their curriculum offer across a range of subjects. All classes use this opportunity at least once per half term for 3 hours. | Continue to develop OAA curriculum following on from teacher training sessions this year. |
| Introduce Play Leaders to facilitate physical activity during break and lunchtimes each day and ensure adequate equipment for use by Play Leaders. | Train year 5 as play leaders- 5 x sessions. Rota for delivery. Whole school instruction. Audit and purchase equipment. Prepare activity packs. | £300 | Play times offer structured play that develops skills, teamwork and encourages participation in active games. Working towards national | Ongoing training and implementation requirement. Monitor participation. |











| | | | guidance for 60 minutes of physical | |
|---|--|-------------------|---|--------------------------------------|
| | | | activity a day. Play leaders are providing | |
| | | | structured play opportunities for many | |
| | | | children which develops skills, teamwork | |
| | | | and encourages participation. This | |
| | | | happens 3 times-a-week. New | |
| | | | equipment has been purchased to | |
| | | | support this new implementation. | |
| Additional play equipment to encourage | Research suitable equipment | £750 | MDS leads pupils in playground games | Ongoing training for new MDS staff, |
| participation in active sports during breaks | Source equipment | | using equipment to encourage physical | |
| and lunches | Purchase | | development. Adult-led skipping | |
| | Distribution and storage | | activities and supported organized | |
| | | | games. This provides a sustainable | |
| | | | provision to support Physical Education | |
| | | | (PE), Physical Activity (PA) and School | |
| | | | Sport (SS). | |
| Daily morning circuits for vulnerable pupils. | Appointed staff to lead sessions daily. | s. (f) 00000 | Sensory Circuits project has improved | Continued as standard provision into |
| | Ensure adequate resourcing. | Staffing £3800 | this provision significantly and is now a | next year. |
| | Training of new staff to deliver circuits. | CPD project £400 | model to other schools. Vulnerable and SEND pupils have increased | |
| | | Resourcing: £300 | participation in physical activity daily. | |
| | | | Children who would not usually, can | |
| | | | access regular PA outside of school can | |
| | | | do so daily in a safe and supervised | |
| | | | environment. | |
| Key indicator 2: The profile of PESSPA | A being raised across the school as a t | ool for whole sch | nool improvement. £300 | Percentage of total allocation: |
| | | | _ | 2% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear | Make sure your actions to achieve | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | are linked to your intentions: | allocated: | pupils now know and what | next steps: |
| and be able to do and about | · | | can they now do? What has | · · |
| what they need to learn and to | | | changed?: | |
| consolidate through practice: | | | Changea: | |
| consolidate till odgil practice. | | | | |













| Sports day in the summer to promote participation and celebrate sporting activities. | Organise events. Invite parents and encourage community involvement. Purchase awards. Engage with HBJ sports student body | £100 | sporting event. Link with the feeder | Sports Day arrangements for next year to take account of weather and be planned for earlier in the term. |
|--|---|--------------------|---|--|
| Celebration assembly- awards and recognition of sporting achievements. | Certificates and awards system developed- both in and out of school. | £100 | | Continue to raise the profile of sports participation through sontinues recognition and awards- use of social media. |
| Notice boards for sporting events and achievements. | Allocate a board and design to include all sporting events and achievements. | Admin time: £50 | Pupils' successes are highlighted, improving motivation and participation. To promote sporting achievement across the wider and local community (Hlnchingbrooke, parents and carers). | |
| Sports newsletter used for reporting and celebrating achievements and participation. | Half termly reports written by pupils to report on events. | Admin time: £50 | Profile of sport raised among parents and the community. In the school newsletter there is a specific section in place to celebrate sports participation across all year groups. | constructing and sharing these updates. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. £4200 | | | Percentage of total allocation: | |
|---|--|--------------------|--|--|
| | | | | 24% |
| Intent | Implementation | 1 | 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: |











| PE Specialist teacher to work alongside teaching staff to raise standard of teaching across the school (HSSP Gold Package). | HSSP specialist working with each individual year group to model and develop practice. Weekly taught sessions and meetings with subject lead. Attend partnership day in order to gain national updates from teaching and extra- | £3500 (HSSP Bespoke package) | All Class teachers are upskilled in teaching PE and increasingly confident to deliver lessons in a range of games, gym and dance contexts, with a focus on the breadth and depth of the PE curriculum. This is providing teachers with the skills to teach lessons and | Unfortunately, as a result of the dance specialist being unavailable, we have not been able to provide specialist support for dance, but this is planned in for next year. |
|---|---|---------------------------------|--|--|
| | curricular activities and to disseminate the information to all staff. | | ensuring sustainability going forward. Improved experiences for pupils in both team and individual sports. Staff updated with national physical activity guidelines and ideas to get their class more active every day. | |
| Purchase of equipment for teaching delivery and participation. | Purchase equipment to support learning. | £500 | New equipment has further raised the profile of PE, improving the quality of teaching and learning in PE lessons as well as school sport opportunities. | |
| Release time for PE Leader to monitor, track and plan provision. | Agree cover and actions to be taken to have best impact on provision. | £200 | PE is well led, monitored, and evaluated through school development planning. Release time has also provided additional opportunities for children to participate in sporting activities, supported by the PE Lead. | |
| Key indicator 4: Broader experience o | f a range of sports and activities offe | ered to all pupils. | £1970 | Percentage of total allocation: |
| | _ | | | 11% |
| 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: |













| Additional achievements: | | | | |
|---|---|--------------------------|--|--|
| Additional after-school sports provision offered outside of the curriculum allocation. (HSSP Gold package and staff-led activities) | Provide: Dodgeball, football, netball, dance, playleaders as additional opportunities after school. Staff led table tennis, street dance and OAA club offered free of charge to KS2 children. | Included within package. | Children participate in a wider range of sports activities. Working towards guidance for national 60 minutes of physical activity a day. | Continue to provide and expand staff-led extra curricular clubs in sports/phys. |
| Swimming catch-up sessions ensure all pupils achieve the expected standard by the end of year 6. | Identify pupils at risk of not meeting the standard at end of Y4. Plan and timetable additional swimming sessions as top-up in Y5&6 Specialist swimming teacher to deliver. | | the national curriculum requirements for swimming and water safety. All children in Y3, Y4, Y5 and Y6 are provided with swimming | On-going catch up sessions required. Monitoring of swimming teaching standards as part of PE Lead role. Utilise qualified swimming teachers within the staff team. |

| Key indicator 5: Increased participation in competitive sport. £400 | | | Percentage of total allocation: | |
|---|--|-----------------------|--|--|
| | | | | 2% |
| 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: |
| the school in HSSP, FA, American Football, Cross Country and HAPP competitions and festivals. | Sign up to all accessible events across a range of year groups. Ensure pupils who do not usually have opportunities to engage in sports are offered this. Supervision at events outside of school. | and affiliation cost) | Cromwell Academy participates in all available and accessible tournaments, enabling children across the school and from all sporting backgrounds to represent the school. Across a range of groups, children have participated in a range of sporting competitions across a range of sports including: Gymnastics, Dance, Tri-golf, Fundamentals, Ten-Pin Bowling, Football, Netball, Athletics, American Football | |

Signed off by













| Head Teacher: | |
|-----------------|--|
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |











