

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 to make additional sustainable improvements the and Physical Education, School Sport and Physical Activity (PESSPA) the quality of 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.

Please visit gov.uk for the revised DfE guidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend. 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 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. The funding should be spent by 31st July but the DfE has stated that there will be no clawback of any unspent money so this can be carried forward into 2023/24.

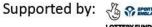
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.

Created by:















Details with regard to funding Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£37600.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17770.00
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 17,435.00

Swimming Data

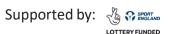
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. Improve water confidence, safety and swimming ability for our pupils in Year 4. Year 6 attended swimming to support end of Year KS 2 assessments x 5 - Aldridge High school and swimming instructor booked. The children have had sessions in school on water safety. The children have participated in lessons and dry land practise. Understanding in this area is high.	
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 2023. Please see note above	69%
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	38%













What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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?	<mark>Yes</mark> /No

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:

- School made good use of additional specialist access to sports in 2022 2023 (Bryan Small lunchtime physical activities, Becky Evans- Y6 programme, Dan Streetly (Tennís); Pupil feedback is very positive & impact on P.E. data can be seen.
- Increased support for staff/opportunities for children to build on wellbeing via event days, e.g. Olympic Gymnast visited school 25th January 2023. £1076 raised to use for sports equipment.
- Increased access to/support in sports for all children as a result of differing activities made available, tailored to their needs as well as those of others, e.g. use of playtimes for increased physical activity. Staff targeted using this equipment and planned activities - to increase physical activity - see Pupil Voice Summer 2023.
- School recognition locally in extending our participation across a wide range of sports, recognition of participation in competitions, Streetly Partnership
- ✓ BS now delivers PE in Year 1 & Year 4 as PPA cover. This has ensured children are experiencing high quality PE in teaching and learning in the year groups and ensure obvious progression is evident.

Areas for further improvement and baseline evidence of need:

- To support children's physical and mental well-being, improved levels of concentration as well as physical fitness in lesson time and break time. Continue to monitor Physical activity; use break times, extra adults and PE lessons to increase movement during these sessions. Continue to monitor the amount of movement in a PE lesson – ensuring there is constant physical activity where heart rates increase.
- Children continued to be engaged in high quality play/regular activity throughout morning and lunchtime breaks to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core strength; skill, tactic and to encourage pupils to independently design and build. Bryan Small to continue to deliver lunchtime provision to encourage physical activity. This is to be rotated across all year groups during academic year with the children experiencing different multi sports.
- Leadership skills developed by introducing play leaders.
- Children more readily choosing to be active with parents.
- Swimming teaching as part of sessions in PE curriculum using the pop up pool facility. Monitor impact of this on ability, confidence, wellbeing through data and pupil voice. Increase $\hat{\%}$ of outcome at KS 2 swimming assessments.
- Lead on a healthy eating week.
- PE lead to be fully aware of whole school overview of training needs and analysis including lunch time supervisors.
- PE lead teacher continue to support the staff in ensuring that PE lessons are high quality; monitoring the teaching and learning, and assessment of PE using the new assessment criteria - HHH statements (AFPE)













Action Plan and Budget Tracking

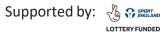
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: 17,770	Date Updated:	July 2023	
Key indicator 1: The engagement of <u>all</u> 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: 52%	
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:
To continue to ensure physical activity is built into SMA's breakfast/ASC club/nurture groups (BE). Opportunities to encourage these pupils to get involved in more daily activities.	Both before and after school club staff plan opportunities which increased physical activity. BE supports groups of children – works on improving wellbeing and mental health through boxing activities and sand play SLT have provided resources which support these opportunities.	£3435 - BE	Definite increase in levels of physical activity seen during these session times. OFSTED 2023 – indicated how the children in breakfast club participated in these activities with comments made in feedback "children involved themselves with the movement activity with enthusiasm and enjoyment." Children obviously enjoy these times supporting positive well being and mental health.	Ensure good quality resources are available for the children during these sessions. Coaches continue to support the children at these points in the day-breakfast, lunch and after school clubs.
Activity in our children, to empower	Weekly walks around the local area as part of the wellbeing time in class is timetabled for all year groups in KS 1 and KS 2. Monitoring of healthy choices in snacks have been encouraged by SLT. Lunch times offer salad pots with school council making this suggestion.		Activity levels increased daily. Develop positive attitudes towards health and fitness, and develop social and emotional well-being through physical activity. Readiness to learn following physical activity. Children's resilience and independence increased through physical activity. Recognising, re-establishing and following rules to ensure groups	Continue to improve children's physical and mental well-being, improved levels of concentration as well as physical fitness through more opportunists in class times to be physically active – Purchase online resources to support staff to plan and resources. Continue to sustain the differing choice of equipment, monitor the













				maintain co-operation. Increased creativity in making their own games up. Children use the playground markings to encourage physical activity during lesson/break times.	wheelbarrows with equipment in to ensure high quality resources.
A	playtíme ín order to engage pupíls ín	Extended playtimes continued with equipment purchased for each year group. Opportunities for children to play on the large equipment.	£2800 - playground markings		Further enhance the lunch time activities – what resources can be used to ensure movement – play leaders and equipment to be purchased. Leadership skills developed by introducing play leaders. Children more readily choose to be active with parents.
A	voice on what other resources may support physical activity at playtimes.	Pupil voice indicated that the children enjoyed the different equipment provided to play during the extended break times. Monies have been spent to ensure good quality, interesting and alternative equipment is available. Lunch time equipment laid out on the playground ready for the children have enhanced physical activity. Playground markings have supported children in their movement breaks and playtimes. Pupil voice indicates that the children like the new equipment.	£2400- playground equipment		Opportunities for a multi- functional space to be built to increase activity and support different types of play - basketball, handball, tennis?
>	clubs for children. Offer alternative after school clubs to extend physical activity. Encourage other members of staff to support this (after school clubs – physical activities).	Sport clubs - Netball, Football have been organized across the year. Attendance to the Streetly Hub Competitions have occurred. Alternative clubs such as street dance, have been sourced from outside companies to provide the younger children with an opportunities to extend their experiences. High attendance from KS1 children was evident for this after school club.	funding	Where sporting clubs (netball, football, dance) was scheduled After school club PP and vulnerable children attended free of charge. This was also the same for tennis in the mornings for PP and vulnerable children.	Multí sports activities as part of lunchtime to be led by sports coach - engaging children in high energy activities, developing skills in all games and extending opportunities for children to play different games.













Staff can teach hígh qualíty PE Progressive KKO's across the year groups Continue to monitor the amount of 2 x 1 hour PE Sessions using and school have been developed, a new PE lessons which teach skills through movement in a PE Lesson sequential planning and KKO's to overview and a different way to assess the dífferent sports – the children support skills. ensurina there is constant physical experience alternative sports within the activity where heart rates increase. children in DE Lessons has been games range, opportunities to enhance Enable staff to be able to offer and implemented. their physical fitness and enjoy PE teach a wide range of sport within lessons. PE sessions with improved confidence. To build on year on year. Pupil fitness and fundamental movement skills developed and improved through extended provision Tracking of groups of children participating in physical activity to continue to increase across the day. £300 - Athlete Ensure there is a link between Opportunities throughout the year to Children will continue to associate day costings engage in additional physical activities physical activity with fun emotional resilience and self-belief and Children will continue to engage in fun self-challenge, through sports activities which are fun and used to reward and encourage positive attitudes to learning physical activities of at least 20 minutes for children, in line with our School or more daily during playtimes development Plan. More vulnerable Event day - Team GB athlete. Children children and groups-who are will take part, raise sponsorship funds to engaging in physical activity as a support Team GB athletes and also result of the opportunities they are towards sporting equipment for SMA. receiving has increased. Increased number of less active children and PP children participating in extra-curricular clubs/competítíons/events in school.













Key indicator 2: The profile of PESSPA being	raised across the school as a tool for whole sc	hool improvement		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:
including both diet and regular exercise.	SLT to support School Council who make healthy lifestyle choices high on the agenda – with lunch time watches across the year and rewards for the healthiest class.	£	Children are becoming more aware of healthy choices with 100 calorie snacks been brought in for tuck from home after sharing the Government initiative – "Good choice" badge. Salad pots introduced on the hatch to encourage more intake of our 5 a day. Achieved the Food for life award – bronze.	Embed practices to sustain a healthy lifestyle. Continue to involve school council in being sustainable in healthy living choices and lifestyle. Lead on a healthy eating week.
Contínue to delíver an Outdoor § Adventurous currículum to support pupíls' emotíonal well-being and build on their resilience, confidence, collaborative skills and teamwork	Pupils will demonstrate team work, critical thinking, resilience and collaboration through outdoor activities; Woodland trip/Alton Castle/Autumn 1 PE lessons for KS2. Evaluate the effectiveness, along with evidence of skills transferred to other areas of school life. Pupil voice evaluated pupils' wellbeing – See July 2023 Pupil voice feedback on wellbeing and mental health.		Observe children improving and refining teamwork, communication and problem solving skills. Evidence increased of listening skills.	Continue to plan and promote these opportunities and experiences for all classes. Extend the opportunity for Year 5 to go to Woodlands moving forward.
the impact of a positive mind set through physical activity, extended	Acquire and improve skills, which will be monitored via termly assessments via Head, Hand, Heart school physical activity assessments completed termly.		All children across KS1 and KS 2 demonstrate an excellent awareness of positive wellbeing and mental health, They understand the factors which contribute to having a good outlook. They are aware of the contribution SMA makes to support the children in their wellbeing and mental health.	Continue to provide the expertise of external coaches to support the children in specific PE sports. Continue to widen the opportunities for the children to experience other sports.











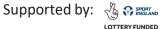


knowledge. Extend the monitorina of the impact £1200- Tennis Children are more aware of how skill in Continue to engage in dance, tennis. of physical activity and engaging multi-skills and football skills. Physical activity and PE can be lessons to monitor the improvement transferable. sometimes usina aualified external of behaviour. coaches - both staff and coaches Increased opportunities to experience increased standards of pupil many sports in PE lessons as well as deliverina effective lessons. Some develop key skills in the other specific targeted sessions aimed at specific attainment, against Attainment aroups of children to raise self-belief core areas. Taraets. The children continue to wear their /esteem and sense of belonging. P.E kit to school on their P.E daus. This allows for more P.E time and also has helped to raise the profile of P.E across the school. > Pupils, staff and parents are aware of Engaging incentives and rewards to be The profile of P.E, Sports & Physical Aim to Increase participation and purchased throughout the year. activity has been raised over the last 2 sporting activities and achievements awareness of sports which can be years with P.E and sport opportunities across the school celebrated via the class page, website being regular and publicly promoted and well being board. and success being praised. Raíse aspíratíons to achieve and Contínue to purchase stíckers, £50 continue to be motivated to raise their certíficates to celebrate sports day certíficates/stíck.er expectations of their capabilities, s for sports day and other sporting achievements to certificates, stickers, medals and raíse moral and celebrate success. other rewards/incentives will be purchased to award children's sporting SUCCESSES.













Key indicator 3: Increased confidence, knowle	edge and skills of all staff in teaching PE and	sport		Percentage of total allocation:
				18%
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: Cover for sporting fixtures where class	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: A wider group of children (supported by	Sustainability and suggested next steps:
for Staff to attend and co-ordinate a variety of sporting fixtures. Travel costs for participation in a variety of inter school sporting competitions and events across the year.	teachers attend have been organised and for coaches to attend.	£190 x 4 - AS cover =£760 £300 - transport costs £2000- BS	Streetly Partnership's initiative of inspire, engage, compete), had greater opportunity to participate in inter school competitions after school and during school, as a result of paid travel expenses through school budget. Team participation impacted greatly on self-belief, esteem, camaraderie and sporting prowess; it also impacted on competitive spirit and the desire to be a team player. School staff were released to organise and coach children for these events, providing good role models in how to behave, how to be competitive and how to win /lose graciously- an area we continue to target as part of our British values and respect for others. School staff supported children to compete to the best of their ability linking personal bests and achievement to personal success. Staff training both in theory and	













practical sessions has increased staff confidence and knowledge of teaching CPD províded by sports specialists has also improved knowledge and skills of staff when teachina PE Pupíl voíce is positive. It celebrates success and pupil voice is valued -it offers an insight into the journey of P.E. at SMA PE lead to be fully aware of whole Children taking part in lessons are Qualified sports coaches to work school overview of training needs > Provide all relevant staff /stake confidently delivered by staff due to holders with professional development, alongside teachers to team teachand analysis including lunch increased knowledge and awareness of tíme supervisors. mentorina, trainina and resources to enhance or extend current opportunities. what a good PE lesson looks like. help them ensure confidence and teach Team teaching opportunities increased. Continue to Ligice with Staff attended CPD session on PE and sport more effectively to all currículum. PE aovernors. Staff confident to deliver quality pupils, All stakeholders are well informed sporting opportunities. Mid-day OFSTED ready. supervisors to work co-operatively with children during lunchtimes. Governors to lígise with lead PE teacher to díscuss actíon plan. Effectively achieved; the PE action plan PE lead teacher continue to support Staff deliver high quality P.E and Continue to improve the progress and sport as well as support the PE lead was RAG rated with the majority attainment of all pupils through the staff in ensuring that PE teacher in the strategic planning, híghlíghted green, aspects which were teachers confidently delivering high lessons are híah aualítu; not achieved have been moved on to 2023 monitoring the teaching and implementation and assessment of quality P.E and sport. currículum P.E. 2024 actíon plan. learning, and assessment of PE Staff engagement in assessment using the new assessment criteria and in events is high. The place of HHH statements (AFPE) Time pupíl voice is high on the agenda provided to pay for staff to be out of and evidence of the success is due to class. the time facilitated for updates and communication in PE to staff/governors as well as via the













skills, use of key vocabulary and assessment	ensuring that information is relevant and current. Key knowledge Organisers for all areas of PE have been improved for all year groups to increase subject knowledge and inspire children			Evaluate the use of the KKOS in PE and encourage staff to see them more as a teaching tool and not just as information.
Key indicator 4: Broader experience of a range	e of sports and activities offered to all pupils Implementation	S	I	Percentage of total allocation: 14%
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:	Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Year 6 attended swimming sessions to support the end of KS 2 assessments and water safety. Duse minibus/taxis to travel to external events run by CSSP - throughout	Year 6 attended swimming at Alaringe High school with Aqualympic swimming company teaching x 5 sessions.	£75 x 1 session (5 sessions) =£375 £1500 - swimming costs	Opportunities for the Year 6 children to practise the different strokes and demonstrate their water safety. Raising attainment in swimming to	On-site swimming pool to be brought in so that KS 1 & KS2 children can be introduced to swimming and develop the knowledge of how to be safe around water, every year













➤Internal House competitions held with new format being trialed	Identífied which competitions to attend in 2022/2023		Increased participation of physical activity in sporting events.	Províde more opportuníties for inter school competítions – what could this look like?
Run clubs; netball, football, cross- country, dance	Plan and support staff in the implementation of running the sports days. Ensure all equipment is safe and ready to use. Whole school sports day (see above). Monitor the attendance, impact of clubs to ensure high quality Ensure the clubs support development. Encourage the children to participate for		Children experienced different opportunities, develop skills in physical ability as well as listening, co-operation, resilience, independence, performance, confidence.	Continue to consider the place of sporting enrichment for KS1/KS 2 also across 2023/2024.
	enjoyment, self-improvement and fitness; moving away from the over emphasis on competitive sports. Fun Festivals within cluster group will help to facilitate this (non-competitive sporting events).		Children were inspired and motivated to hear stories of athletes and their success. Opportunities to raise money for the school and be rewarded for their efforts.	
➤Professional athlete visit	Círcuíts for all chíldren engaging in physical activity. Motivated by athlete to inspire – Gymnast Sam Oldham; Sports for school - invited in.		Children have benefited from these opportunities; to share emotions through movement.	Book visit next year.
➤opportunities in place to experience yoga, boxing therapy.	Children across the school have timetabled yoga. Year 6 1-1 working with BE; boxing therapy, play therapy, supports nurturing opportunities; resilience, confidence.	£600 - yoga	Hígh engagement in physical activity throughout the day.	Contínue to ídentífy whích chíldren would benefit by participating in these opportunities.
	Equipment purchased to meet the			













	specífied intent.		
Ensure the children not only have the correct equipment but also a wide variety of fun, engaging equipment to be able to actively and enthusiastically participate in their lessons and be motivated to continue to develop their skills outside of	Involve sports captains to monitor the		
correct equipment but also a wide variety	playtime equipment.		
of fun, engaging equipment to be able to	pingeime equipment.		
actively and enthusiastically participate			
in their lessons and be motivated to			
contínue to develop their skills outside of			
their lessons.			
	t.		











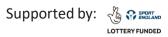


Key indicator 5: Increased participation in con	npetitive sport			Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
Enable all Y4 swimmers increase their attainment by 5+ metres thus	Renegotiate additional pool space over a term in the summer term 2023. Employ a fully qualified coach to facilitate swimming expectations.	£ see swimming budget	intention to swim 5+ metres. Year 6 swimmers % increased to achieve the end of KS 2 swimming	
 Attend competitions linked with the Streetly Hub across a variety of sports and age groups. Other clubs arranged; Football (boys/girls), cross country, netball clubs run for children in KS2 led by external coach. 	Plan over the year to enter competítíons; use the calendar sent and book SMA on to these.		Children have developed confidence to compete. With winners and runner up experience – developed how to lose with correct responses.	Attend more red/amber competitions across a variety of sports and age groups.
>Enter annual boy's football league and cup, gírl's football league, netball league and cup competítíons.	Partícípate through the Streetly Sports Hub. Arrange transport and supply cover.			













Signed off by	
Head	
Teacher:	
Date:	
Subject	Elizabeth Smith
Leader:	
Date:	20 th July 2023
Governor:	P Probert
Date:	20 th July 2023











