

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 $\underline{\text{Quality of Education}}$ Of sted in spectors 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.

Please visitgov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. 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.

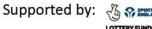
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2025.**

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 2025. 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 2023/24	£0
Total amount allocated for 2023/24	£18,100
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2024/25	£18,100
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025	£18,100

Swimming Data

Please report on your Swimming Data below.

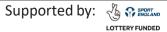
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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	97%
school at the end of the summer term 2025. Please see note above	
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	97%
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?	Yes















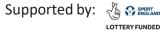
Action Plan and Budget Tracking

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: 2024/25	Total fund allocated: £18,100	Date Updated:	17.6.25	
Key indicator 1: The engagement of a primary school pupils undertake at le			ficers guidelines recommend that	Percentage of total allocation: £14,778.20 82%
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 further develop the provision of swimming across the school: swim competently, confidently and proficiently over a distance of at least 100 metres. Teach basic water skills to KS1 children Provide swimming catch-up to children who are unable to swim 25 metres	There are 3 swimming instructors employed to ensure that all KS2 children receive bespoke coaching through an academic year. To continue school's own system of certificates so that all children gain a tangible award that is linked to the National Curriculum. This is awarded at the end of each year of swimming. A TA to be present throughout the afternoon at the pool to assist the teacher and children.	£2,100	Children from Year 2 - Year 6 got to swim for at least 2 terms. Many only swim with the school and lots received certificates for distance swims.	Swimming is sustainable and provision for 2025-26 will be in place. Parents are asked for a payment towards their child swimming of £33 per term.
To increase the participation and enjoyment of PE and fitness through sessions with coach.	-teachers to increase in confidence in units where they have less experience or knowledge - teachers shown how to use specific equipment (frame in gymnastics, lacrosse sticks e.g.) - each year group gets taught by a coach for one session per week	£10,500	Experienced coaches can give support and guidance to teachers to improve their practice. The children are also getting specialised teaching learning different techniques and methods.	Class teachers able to benefit from CPD from the coaches before/during a unit is taught.











To encourage more active play times Key indicator 2: The profile of PESSP.	 New huff and puff equipment was purchased and a rota has been set up so each year group has access to a range of equipment across the week Sports coaches support during lunch times to run football matches in the summer months and shooting drills during winter months (using netball posts) Repairs were made to the timber trail to ensure the safety of the children when using it. 	£401.30	on safe maneuvering and signaling on main roads. It is encouraging children and parents to cycle to school where possible rather than driving. Children have really enjoyed using new equipment (such as stilts, connect 4, skipping hoops, giant jenga) during lunch times as well as the new timber trail. It is allowing KS1 children opportunities to use the netball hoops and practice shooting as this is not covered in their PE curriculum. There are Year 6 leaders which support the younger children in using the equipment. The children are really enthusiastic about being able to use the timber trail and it is used during all 3 play times throughout the day by each year group. It's encouraging the children to challenge themselves and problem solve when moving about the apparatus.	This to continue next year. The equipment needs to be monitored and replaced when needed. The timber trail is inspected regularly by Mr Shore and will also be inspected by Sports Safe annually. Percentage of total allocation:
Intent	Implementation		Impact	L3/U 3/0
Key indicator 2: The profile of PESSP.	A being raised across the school as a to	ool for whole sch	ool improvement	
	equipment was purchased and a rota has been set up so each year group has access to a range of equipment across the week - Sports coaches support during lunch times to run football matches in the summer months and shooting drills during winter months (using netball posts) - Repairs were made to the timber trail to ensure the safety of the children when using it.	£1551.90	new equipment (such as stilts, connect 4, skipping hoops, giant jenga) during lunch times as well as the new timber trail. It is allowing KS1 children opportunities to use the netball hoops and practice shooting as this is not covered in their PE curriculum. There are Year 6 leaders which support the younger children in using the equipment. The children are really enthusiastic about being able to use the timber trail and it is used during all 3 play times throughout the day by each year group. It's encouraging the children to challenge themselves and problem solve when moving about the apparatus.	equipment needs to be monitored and replaced when needed. The timber trail is inspected regularly by Mr Shore and will also be inspected by Sports Safe annually.
To develop children's cycling skills to make them aware of road safety To encourage more active play times	Year 6 Bikeability accreditation - New huff and puff	£200	on main roads. It is encouraging children and parents to cycle to school where possible rather than driving.	All children achieved the level 1 and 2 Bikeability certificates. This to continue next year. The











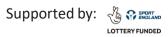


Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue to introduce children to sports with links with local community clubs	Golf introductory session for Y3 children	£25	The Year 3 children really enjoyed the sessions and learnt new drills and skills. It built up confidence in the children who had never played golf before and who enjoyed learning how to putt.	The skills learnt will feed into next year where they will have a unit on golf in PE. A few children have communicated interest in joining the local golf coaching sessions and information was passed on.
	Competitive swimming gala hosted by Calne Alpha	£110	12 children in Year 5 and 6 were taken to a swimming gala against other local schools. It was a great opportunity for them to swim competitively and experience a gala. Most of the children are not part of a swimming club but were given Calne Alpha details after impressing them.	
To encourage Netball as a sport through after-school clubs.	PE co-ordinator has run an afterschool club for UKS2.	£60	Year 5 and 6 loved attending the sessions and have learnt new 'drills' which they play at break and lunch times. Allowed children to build their confidence and accuracy when shooting and defending. Positions are rotated so they learn how to play in each and then often develop a strength in defense or attack. They took part in a competition at KGA which they won. 4 children have since joined Calne Netball club.	To enter local competitions happening nearby.













To encourage more children to	Coaches offer after school sports	£250	Children enjoy these clubs and it	To continue these next year.
participate in sport through	clubs 4 days a week		improves their skills and team	
afterschool clubs	- Football		work through interaction with	
	- Gymnastics		children from different year	
	- Multi-sports		groups. It allows children to	
	- Girls football		access different sports that they	
	- Ball skills		wouldn't be able to take part in	
	- Dodgeball club		outside of school.	
	PE coordinator has run 3 clubs this			
	year	£150	Y5/6 enjoyed netball and learnt	
	- Netball (Y5/6)		new drills and skills. A few childrer	n
	- Tag-rugby (Y5/6)		have joined netball clubs outside	
	- Cricket (KS2)		of school. The children gained so	
			much confidence in the tag-rugby	
			club and improved in their agility,	
			hand-eye coordination and	
			communication as part of a team.	
			Y3/4 enjoyed the opportunity to	
			play with the 'older' children. For	
			75/6 it allowed them to take on	
			more of a coaching role when	
			supporting the younger children	
			with a new skill.	

Key indicator 3: Increased confidence	Percentage of total allocation:				
				£1,081.80 6%	
Intent	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 increase the knowledge of the role			During time to develop the	Continuation of time to further
for PE co-ordinator and allow time to	subject area.	£450	subject, the coordinator was able	develop PE curriculum. Getting
develop subject.	- Time allocated and cover		•	pupil voice and have a focus on
	needed for attending events		conference. This was a great	ensuring PP engagement.
	- Attended the Fortius PE		opportunity to network with other	
	conference		local schools and their	
	- Time allowed to organise Sport's Day		coordinators and share good practice and experience. There	
	Sport's Day		was a focus this year on	
			developing OAA in schools which	
			has been implemented in the Year	
			5 unit.	
To re-purchase new scheme Get Set 4			Staff continue to be positive about	Time in staff meeting to discuss
PE to increase staff knowledge and	purchased.	£631.80	the scheme and the structure of	how to utilise the assessment
confidence.			· · · · · · · · · · · · · · · · · · ·	tools.
			staff in areas of low confidence	Continue to use the scheme next
			and knowledge, particularly gymnastics and OAA. The	year.
			progression of skills is clear and	
			easy to follow. Videos are	
			provided which is also very	
			popular, especially for gymnastics	
			and yoga.	
			All year groups benefited and	
			enjoyed the fitness units	
			developing stamina in the	
			beginning of the year and athletics	
			in the summer in preparation for	
			Sports Day. The curriculum map has been updated to reflect the	
			inas seem apaatea to remeet the	













		units being taught.	
a range of sports and activities offe	red to all pupils		Percentage of total allocation:
Implementation		Impact	£1,445 8%
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:
Sports coach to run sports camps throughout holidays to allow the children to experience new sports and develop skills. This is a costeffective way to give children who are unable to attend clubs outside a school a chance to take part.	(associated site costs)	very highly of the sports camps and how much the children enjoy them. This focused time allowed these children to develop their techniques in a range of sports and socially with children of all	This has benefited the mental and physical wellbeing of the children. We will continue to run through holidays.
PE leader given release time to audit PE resources, liaise with staff and purchase equipment An inspection was carried out to	£529	Children have enjoyed using the resources and they were much needed to update old/lost for PE lessons. New netball posts will allow the height to be adjusted based on the level/skill of the children as they	Continue to review provision. The new resources purchased will be fundamental for applying the new curriculum next year.
	Implementation Make sure your actions to achieve are linked to your intentions: Sports coach to run sports camps throughout holidays to allow the children to experience new sports and develop skills. This is a costeffective way to give children who are unable to attend clubs outside a school a chance to take part. PE leader given release time to audit PE resources, liaise with staff and purchase equipment	Implementation Make sure your actions to achieve are linked to your intentions: Sports coach to run sports camps throughout holidays to allow the children to experience new sports and develop skills. This is a cost-effective way to give children who are unable to attend clubs outside a school a chance to take part. PE leader given release time to audit PE resources, liaise with staff and purchase equipment Esports coach to run sports camps allocated: (associated site costs) £250 (associated site costs)	Implementation Make sure your actions to achieve are linked to your intentions: Sports coach to run sports camps throughout holidays to allow the children to experience new sports and develop skills. This is a costeffective way to give children who are unable to attend clubs outside a school a chance to take part. PE leader given release time to audit PE resources, liaise with staff and purchase equipment Evidence of impact: what do pupils now know and what can they now do? What has changed?: Parents and children have spoken very highly of the sports camps and how much the children enjoy them. This focused time allowed these children to develop their techniques in a range of sports and socially with children of all ages becoming friends. Children have enjoyed using the resources and they were much needed to update old/ lost for PE lessons. New netball posts will allow the height to be adjusted based on the level/skill of the children as they progress allowing for greater challenge.













FrameMatsbenches	ensure the safety of key gymnastics equipment and other equipment in the hall.	£516.50	ı	Inspection will be carried out again next academic year.
			safety when used.	
To plan a sports day event	StickersLines paintedNew space hoppers ordered	£149.50	Children really enjoyed a range of different races and celebrating sport and fitness. Space hoppers are used for KS1 races and can be used during play times too.	Use the teams and races for next year.

Key indicator 5: Increased participati	on in competitive sport			Percentage of total allocation	
	£250 >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:	
Provide new opportunities for competitive sport	To continue to be a part of Kingsbury Green Sports Cluster and develop a new sport calendar. Through membership of Calne Cluster SSP continue to enter wide range of sporting competitions. Netball competition Girls football tournament Tag rugby Swimming Gala Dynamo cricket tournament	£ 250	The cluster has proven successful throughout the year and more events are being organised for next year involving a wider range of sports. Children were able to say how our Building Learning Power is shown in PE. Many tournaments attended for KS2.	To maintain link with cluster and attend a minimum of 5 events.	













Signed off by		7	
Head Teacher:		1	
Date:		1	
Subject Leader:			
Date:		1	
Governor:			

Date:









