

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 and sustainable improvements use the of Physical Education, Physical Activity (PESSPA) School Sport and the quality 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	£16000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16000
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£16000

Swimming Data

Please report on your Swimming Data below.

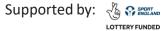
Meeting national curriculum requirements for swimming and water safety.	All learners have been working towards meeting the NC expectations
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool 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?	60%
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	
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	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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/No Additional Swimming funds were used to support year 4, 5 and 7 who have















mi	issed out on swimming the previous
	ear due to Covid









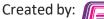




Action Plan and Budget Tracking

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.

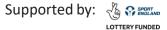
Academic Year: 2022/23	Total fund allocated: 16000	Date Updated:	12/7/23	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation: %	
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:
 (A) Ensure that all learners are accessing sport and physical exercise during the school day within lessons and addition time in the playground (B) Set up, promote and implement a 	(A) GO to have students tell staff what interests they have in terms of physical activity and sports.(B) CS/TT to organise equipment to be	£250	(A) Students have been able to access are a range of physical and sporting activities at break and lunch times. Making them active throughout the day and improved attitude to learning.	Monitor impact and use by classes for future challenges. Involve Student council to have a Sports section in their meeting and pupils in setting future challenges
break and lunch time activity list that enables children to practice basic running, jumping and throwing skills and be more active during lunchtimes.	used daily for each year group and provide staffing and resources encourage maximum participation in physical activity. Start Autumn 2 term.	£50	(B) Activity choices for students are produced daily. This can be used to	,
(C) Set up – healthy and active school incentive to react to the government push to increase physical activity and healthy choices in school.	(C) Promotion of healthy ways to live and get around. Staff to highlight this in line with supporting the climate and living healthy, active lifestyles.	£0	those who are regularly missing out on vital physical activity. (C) CWR has been monitoring the	students will be rewarded with stickers and the percentages of children involved recorded.
(D) Baseline fitness testing will be completed at the start and the end of the year. Students will encourage each other and aim to improve their fitness levels to enjoy feeling healthy.	(D) Fitness information to be collected Dec 22 and July 23. Aims promoted to classes to encourage further fitness as part of weekly PE lessons.	£500	impact of what has been delivered within the curriculum and links to climate and healthy living. (D) Awaiting the final fitness measurements for the summer. Looking for an improvement of 75%	(C) Data could be collated on the daily step count or minutes that the students are on the move. From this the winning class could be rewarded at the end of academic year.















				(D) More open and wider shared fitness and health measurements are taken with the purchase of the new equipment.
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:
				%
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:
(A) Embed termly activity/competition and ensure a write up of the activity is completed for good work, the information is on the newsletter and parents are called through positive phone calls home. With the aim to raise the profile of sport in the school by	(A) AG/CWR/TT to organsise and develop a sporting competitions calendar. Provide opportunities for all to take part and successfully showcase the sporting culture of the school. Minimum 2022-23 Calendar: Autumn 2 – Swimming gala	£1000	determination, and resilience to different sports. Students can use skills and tactics learnt in lessons and also apply their thinking, emotional and physical	an official role and training to be
participation in different sports. (B) To encourage students to be Mini Sports Leaders to increase physical activity levels of pupils across the school and developing Y6 pupil confidence and leadership skills. (C) School Padlet is used to display	lunchtimes to encourage students participation and encourage them to develop confidence in socially working as a year group to organise themselves	£	(B) Review Mini Leader activities with Y6 students to see what improvements could be made for next year. Students are now more able to explain, describe and understand	delivered by TT/CS. Additionally, Mini Leaders are to have a rota to follow and purchase new caps or bibs for Mini-Leaders to show who is leading the playground activity. (C) Padlet is replaced by Planner and a notice board within PE and Primary library to highlight the planned activities for that term.
profile of PE and Sport to pupils, parents and visitors	(C) TT/AG/CWR to update Padlet with focus on physical activities and sports fixtures – factoring the key information for forthcoming competitions	£	(C) Sports activities and fixtures	(D) Ensure that parents are more aware of how their child has been doing within sport and exercise. Sharing positives with them is vital in maintaining support in the future.















to sports and sports reports, photos. advanced with staff and students £250 and future events. A dedicated section (D) CWR to find suitable location for Clear information on participation (E) Student council to provide Sporting noticeboard, e.g. Dining room and targets to access them have more suggestions to the PE lead to of the newsletter used to raise the been set by the staff team profile of sport. or library get the students voice heard and organizing them. further improve the schools (E) to include a sports section in the Revised way of showing sports reports sporting curriculum student council meeting to give and pictures with staff and home. A (D) Provide accessible and visible section on the school website page is information on the school calendar (F) Have a preplanned and students a more active role on what for Sports Competitions, Sports focused intervention to document they want to do sports wise. being looked at. activities and experiences are land tackle students highlighted as (F) To develop a well-developed focus of (E) Student Council to take a more concern by the PE staff. promoted and visible to school health and fitness through physical active role in school this year and take community via good work emails. ideas from and feedback to classes. (G) We now have a range of activity. (LR). (E) Some of the student council equipment and facilities. There (G) To refresh, replace and develop the meetings have included sports items will be the need for replacing Carry out pupil survey. resources of PE equipment in KS2 and as an agenda which led to Netball equipment but the focus now Seek ideas for sports events. across the school with a focus on raising and golf being included in the should be to spread the Report on sports events and the quality of teaching, engagement of curriculum this year. opportunities visit sporting venues create a termly newsletter. the children and improving the balance, and rewards trips rather than (F) Regular updates on health and agility, co-ordination and strength of buving more equipment (F) To use staff knowledge of health £250 wellbeing has been used in the pupils through using the improved and wellbeing to buy the right school to start to challenge (H) To develop the back of the resources. equipment to develop fitness and highlighted students with health sports hall into a useable tackle national health issues early in (H) To improve the quality of outdoor related exercise. basketball area would give PE an our school. playground opportunities for students additional safe usable space. (G) The intended impact of the in order to encourage more physically (G) Closely linked to providing quality equipment is to allow students to active play. CPD in the use of all the equipment. £1500 access physical activity that they feel new equipment to be purchased and To guide and facilitate pupils in a wider safe and secure doing. The students installed with a push and promotion on range of playground activities. have a new found love for the gym developing core strength, balance, and the range of activities they can coordination. do in the gym. KS2 purchases to include improvement (H) Pupils more engaged in physical of organisation, storage racks and activity during break and access to equipment to support use in lunchtimes. lessons.













Teachers on duty notice more

focused play and fewer problems.

Photos of equipment in situ to be taken

to support teacher/pupil use.

	(H) To allow students the opportunity to play a range of activities at lunchtime as they will select the activities that they are interested in. Staff are to support with physical activity as it will encourage the	£400	Students are more motivated to use equipment correctly and see sport, physical activity as fun	
Mary indicator 2: Increased confidence	students to take part.	a china DE and an		Daysantaga of total allocation.
Key indicator 3: Increased confidence	e, knowledge and skills of all staff in te	eaching PE and sp	port	Percentage of total allocation:
Key indicator 3: Increased confidence	<u>'</u>	L eaching PE and sp	port	Percentage of total allocation:
Key indicator 3: Increased confidence Intent	<u>'</u>	L eaching PE and sp	oort	











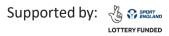
(A) Whole school audit of staff needs and	(A) PE Leads to audit	£0	(A) Staff confidence is reflected in	(A) AG to ensure that he is
replacement of sports equipment.	resources/equipment Oct/Nov 22.	Į EU	staff skills/CPD audit in Oct/Nov 23	monitoring the needs of the Staff
	Staff CPD/Skills/interests and needs		and subsequent years.	and any future CPD that is
(B) Implement clear requirements in the	audit – Nov/Dec 2022 and May 2023			required to further develop staff
expectation, planning, teaching and	to review progress.		(B) Feedback from staff/children	knowledge and curriculum
assessment of PE teaching at Millgate		£0	show increased confidence and	support
School.	(B) During the year 2022-23 – Staff	Į EU	engagement. Head, Heart, Hands	
	will have access to development time		learning is embedded in PE lessons.	(B) Staff to enable students to use
To utilize a range of areas and methods	and Faculty time where PE Leads to			the Head, Heart and Hands
to improve/support our staff confidence	model lessons to improve the delivery		Evidence of quality first PE lessons to	assessment independently and it
and development of knowledge and	of PE and develop quality teaching of		be observed in teaching, leading to	becomes second nature to
understanding in teaching high quality PE	PE.		clear assessment of PE beginning	students to self and peer assess
lessons.			across year groups.	with clear use of oracy
	TT/CS to utilize the SCIITT training for			,
(C) To create/implement a new and clear	1 .		Audit of pupils to reflect clear	Staff observations in QA will
PE Policy and Vision for the school so that	tto PE Staff.		learning intentions and continued	evidence that assessment is an
standards are clearly communicated and			enjoyment and positivity towards PE	area of strength within the PE
understood for the delivery of lessons.	PE leads to create PE on a Page		lessons and sport in Millgate School.	department.
,	reference sheet for 'High Quality PE			·
(D) To deepen staff knowledge and	lessons' and example of annotated		Assessment process for PE beginning	(C) Staff are continually
understanding of the scheme of work for	lesson plans to support teaching of		to be embedded	developing and refining the
PE.	PE.			department's curriculum plans
			(C) Teachers confidently using	based on need and ability of both
(E) To develop staff capability to support	Trial the use of PE assessment sheet		scheme and units to teach and assess	the staff and students.
and teach swimming to impact on ability	from December 22 – with main focus		PE skills. Students can articulate their	
of children who can swim and meet	on pupil learning but also feedback		PE learning journey in lessons and to	(D) Staff are to ensure that the
national criteria by the end of Y6.	from the teacher CPD and other		visitors.	equipment purchased is now
	requirements. Feedback from staff in			looked after and used within
	June/July 23.		(D) Equipment purchased for	lessons to enable the best lesson
			curriculum to ensure good quality	delivery possible.
	Staff to seek out specific training that		resources – audit shows that all	
	they need for the curriculum and		necessary equipment for our Millgate	(E) TA's are used more effective
	share with other PE staff.		Curriculum lessons is available. TT/CS	within the lessons and allow
		l	l	1







(C) P.E. leads to finalise new



£0





have given advice to support staff in

lesson delivery and changes to

students to progress within

swimming lessons

	curriculum map and progression of skills/ladders – Autumn 2, 2022. GO/CWR to collate all PE curriculum on TEAM's making sure that a clear vision for PE is linked to new curriculum map. (D) All PE staff are to become familiar with the KS2 NC and have Faculty meetings with the discussion of the ability of the students and our curriculum content through lesson plans. TT and CS to advice on current schemes and offer opinions for further improvement. (E) Teachers and Teaching Assistants to attend swim teaching course in Autumn and Spring terms at Evington		support learners best. (E) Teachers and TA's able to assist Primary group swimmers in the pool to allow students to make more progress and become safe, proficient swimmers.	
	Leisure Centre to have safe practice in Swimming. GO to completed all swimming risk assessment in Autumn 1 and monitor as required through the year.			
Key indicator 4: Broader experience of	a range of sports and activities offe	red to all pupils		Percentage of total allocation:













				%
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:
(A) To give students the opportunity to try new sports. E.g. yoga, Frisbee, golf, rugby and basketball Provide opportunities to try different activities & motivate children who are	(A) AG to use contacts to book in yoga, Zumba to book taster sessions for a range of activities Each year group will experience a new sport as they move up through the school.	£500 £0	(A) Taster sports booked during the year have been successful. However, they are expensive to maintain. We have decided to explore cpd or having further taster sessions next year.	(A) Taster sessions to be planned that each year group get to sample 3 different sports/activities over the year which represent the time of the year.
less enthused by traditional sports. (B) To develop students ability to control emotional responses through boxercise and physical activity in the gym (C) To introduce dance, table tennis, netball and golf into the curriculum and develop students skills, co-ordination	(B) GO to work with SS to understand how best to bring boxercise into school. PE Staff to work with identified students to help monitor and support students with boxing intervention to help with emotional responses.		All physical activities have motivated and engaged all pupils to participate and enjoy being physically active and trying something new. (B) Boxercise has been successful so far with all age groups taking to the	(B) All PE staff are trained in Boxercise and have a series of intervention lessons planned out to match that of the curriculum. Upgraded equipment to be brought to further increase the safety of students by having more
and interest in these activities. (D) Take part in a range of competitions for students to enjoy participating in throughout the year.	PE Staff to explore Boxercise CPD in the new academic year. (C) PE department to have added the	£500	pad and punch bags for them to release some frustration and exercise to calm them down. (C) Netball and golf have successfully	suitable equipment (C) To start to develop the game of netball and introduce the students to some competitive
To motivate different groups of students from different year groups. Promote sporting culture and fair play	selected activities to the curriculum to gain an interest from the students after the last student voice.	1500	been added to the curriculum and have shown a good response by the students.	matches inside and outside of the school to develop confidence (D) Set up - Football lunchtime
among students and encourage participation in different sports.	To allow the increase in girls within the school the opportunity to take part in activities that they have requested and provide them the		Dance has also had a positive uptake but still needs some work on developing it further with the specialist teacher.	club for boys and girls and use the contacts for the LSSC for competitions to motivate pupils. Continue with Netball after-













Key indicator 5: Increased participation	competitions and festivals for the academic year 2022-23 to provide opportunities for children from all year groups to participate. TT/CWR arrange of events. Examples used this year so far, Football Swimming Dance Dodgeball Tag Rugby Varsity Athletics (Sports Day)		(D) More students are experiencing physical activity and representing the school in competitions. We have seen a development in team work and supportive attitudes in school and against other schools. Our learners are now competing against their mainstream peers in competitions.	
The first state of the case a participation	on in competitive sport			%
Intent	Implementation		Impact	^
	·	Formalia c	·	Containabilities and a second
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:













what they need to learn and to consolidate through practice:			changed?:	
To develop an increase the range and type of sporting and physical opportunities for learners inside and outside of the school day	Provide students with their first experience of taking part in a school sport competition To develop our schools reputation in	£ As above		
(A) Termly competitions occur and information is published on the school calendar to raise the profile of sport. Promote sporting culture and fair play among pupils and encourage participation in different sports. (As per Key Indicator 2 – point A)	the local area to compete with their mainstream peers and hold their own and show pride in their achievements	i Allillation		
(B) Book a range of competitions for different pupils to take part in and represent their school. (As per Key Indicator 4 – point D)				

Signed off by	
Head Teacher:	S Marsh
Date:	14/7/23
Subject Leader:	G O'Reilly
Date:	14/7/23
Governor:	
Date:	











