

It is important that your grant is used effectively and based on school need. The Education Inspection Framework makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'.

Under the Quality of Education Ofsted inspectors consider: **Intent** - Curriculum design, coverage and appropriateness Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools funding make additional and sustainable improvements must use the to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

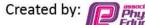
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects: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

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2023.

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















## **Details with regard to funding** Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£18770
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18740
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18740

## **Swimming Data**

Please report on your Swimming Data below.

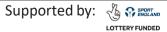
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances 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?	70%
<b>N.B.</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	56%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No















## **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:	Date Updated:		
			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:
Ensure that all children receive a minimum of 2 hours high-quality PE teaching each week.  Enable breaktimes and lunchtimes to	Medium term plans and overview of the year is in place.  Established scheme 'Get Set 4 PE' is	£	Pupil survey show children are engaged and show a positive attitude about having 2 hours of PE each week.	Continued revisiting medium term plans to ensure there is full coverage of the PE curriculum.
be active and allow children access to a range of physical activities.  Ensure all children have access to a range of extra-curricular after school clubs which promote physical activities.	used to support planning.  Continue to work with South Dartmoor Partnership.  SSP to train and support staff.  Participation of festivals during curriculum time and after school.  To provide support and training for YPL and staff at lunchtimes.  Regular audit and purchasing of resources to improve lunchtime activities and curriculum delivery.			Continued training opportunities for new and existing staff and YPL at lunchtimes.  Continued engagement with local clubs and extend opportunities through football leagues, including girls' football.  Reintroduction of the 'Golden Mile' to encourage children to run for longer periods.













<b>Key indicator 2:</b> The profile of PESSP	Regular meetings with YPL to support their delivery and continue to survey the children's views on possible lunchtime and after school clubs.  Premier Sports to provide additional extra-curricular activities, supplemented by existing support staff to provide outdoor learning opportunities.  Sports coaches to run focused interventions at lunchtimes 4x per week (see indicator 5).  Daily DPA promoted through 'Golden Mile' alongside traditional team games, skipping etc.		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:
To ensure that all children have access to a broad, rich and engaging curriculum which develops thinking, social skills and allows inclusion for all.  To target children to develop their fine and gross motor skills.  Subject leader to ensure that the	Subscription renewed for South Dartmoor Sports Partnership. This will provide opportunities to upskill teaching staff through team teaching. To provide opportunities for competitions and festivals to take place and target all year groups and abilities.		Following the support curriculum, core skills are being	To continue to look at outdoor learning books that can be linked to different subjects for all year groups from the partnership.













children have access to a range of	PE co-ordinator to be given release	sessions to improve the fitness,
festivals or competitions and ensure	time to attend SSP conferences and	self-esteem and social skills.
that every child has an opportunity to	feedback on up to date initiatives	
attend at least one SSP festival or	and to implement actions.	
non-competitive event each year.	_	Majority of years have had access
	Staff to attend SSP insets to deliver	to at least one non-competitive
To ensure that we capsulise	high quality PE lessons.	sporting event and many more,
Highweek's growth mindset values		including pupil premium
into every PE lesson, including any	To continue our participation in	children, have entered into
extra-curricular activities.	different sporting festivals and	competitions.
	competitions. Any travel costs to be	
Continued work with YPL in Y5/6	covered by the sports premium.	
with Premier Sports and South		
Dartmoor Partnership during impact		
days and provide ongoing CPD to		
support PE events and active play.		

Implementation  ake sure your actions to hieve are linked to your	Funding	Impact Evidence of impact: what do	%
ake sure your actions to		•	Catalogical and a second
-		Evidence of impact: what do	Contractor de 1111 contractor de 1111
entions:	allocated:	pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
chers to work alongside cialist staff from the partnership deliver to deliver that term's PE nning. This will include ivities that could be used for A opportunities.  D inset to be offered to all staff support their delivery of the PE riculum	£	supported by specialist support and the Get Set 4 PE curriculum planning. To have helped them to plan and deliver high quality lessons.  Specialist support has helped staff to the expectations of each lesson	Continue to provide on-going training for staff through the use of PE specialists.  The SDSP dance specialist to support teachers by linking their curriculum topic theme to dance lessons.  Ongoing regular audits to
ncl ci le nn ivi A	hers to work alongside alist staff from the partnership liver to deliver that term's PE ning. This will include ities that could be used for opportunities.	hers to work alongside alist staff from the partnership liver to deliver that term's PE ning. This will include ities that could be used for opportunities.  inset to be offered to all staff pport their delivery of the PE culum.	changed?:  Staff have continued to feel well supported by specialist support and the Get Set 4 PE curriculum planning. To have helped them to plan and deliver high quality lessons.  Specialist support has helped staff to the expectations of each lesson













<b>Key indicator 4:</b> Broader experience of	Get Set for PE curriculum has been introduced to staff to help their planning.  Audit and purchase PE equipment/resources to support the deliver of lessons and extracurriculum activities.		Audit of PE equipment has ensured that equipment is of good quality and plentiful, ensuring that lessons can be taught.	quality and quantity to ensure lessons are taught.  Continue to use Get Set 4 PE and PEDPASS documents to support planning of lessons.  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:
To broaden children's experiences by establishing outdoor learning activities for all.	Staff have been identified and trained on the 'Wild Tribe' course and have been able to deliver outdoor learning lessons.	£	Staff has received training and are completing outdoor learning as part of the wider curriculum.	Continue to provide outdoor learning and provide update/new training to ensure the staffing levels are covered.
	A broad range and varied clubs offered through the year by Premier Sports, Total 14 and Doorstep Arts.		Club numbers have been high, helped by not charging parents/careers for their children attending. Waiting lists for some clubs has meant a rotation system is system is in place to ensure access to everyone, especially those who receive pupil premium.	Premier to take over football club to ensure continuity with staffing.













To ensure that physical activities run YPL in Y5/6 have ran activities at YPL has lead activities with the Train new YPL to replace the at lunchtimes for all children in current year 6 children leaving. lunchtimes, providing support to guidance of MTA. Children have EYEFS, KS1 and KS2. Continue to provide a wide experienced a wide selection of their peers. selection of games and games. Behaviour has improved and there has been fewer negative activities for younger children. On-going audit of equipment to ensure it is of a high quality and To ensure that targeted children incidents have access to opportunities offered plenty in number, allowing a wide range of activities to take place. by SSP and Premier Sport coaches such as Change 4 Life and Olympic Festival events. Promoting more girls Continue with a clear rota for the use of sports court and field, to join a football club and events for ensuring all children have fair the gifted and talented to attend. access To provide opportunities for Y5/6 SDSP to provide specialist training YPL has enjoyed taking a senior children to develop their leadership for YPL role and working for younger skills. children. This has provided them Ongoing support to be provided to with confidence and a sense of YPL and MTAS. pride as they prepare themselves to Offer top-up swimming sessions for transition to secondary school. those children who have not To identify those that did not achieve 25m ensuring they are Top swimming lessons provided to To monitor the progress of achieved 25m at Y6. given further support through topa small group of children that have Year 6 swimming and plan an not reached the required standard. intervention list for those up sessions. The groups were smaller and this children that fail to meet the Year ¾ to attend Olympic Day held in SDSP offered many days of had a greater impact. standard. the summer term. competitions and festivals. Y5 to attend sporting spectatcular. Coombeshead provided Y5 an As before, children received To continue to work closely opportunity to attend this event. medals and a specially team with secondary schools, so that coloured t-shirt to take away with we have the greatest













Sports day.		participation levels of sporting events.

Key indicator 5: Increased participation	on in competitive sport			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:
To ensure that we have a range of competitions and tournaments.  To continue to provide competitions for a	To continue to attend the events and competitions hosted by SDSP as well as other local secondary schools.	£	Children from across KS2 have had experience of being part of a competition.	Enter the football league for Y5/6 snf Y3/4. To enquire about other competitions in the local area for other sports (netball, tag rugby).
range of abilities such as 'Change 4 Life' and SEND children.			To allow PE to be seen as an inclusive and that participation is the most important aspect to improve over health.	To work closely within the partnership and local secondary schools to ensure opportunities are created to allow a wide range of abilities and backgrounds to participate in a range of competitive sports.

Signed off by













Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	











