

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 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 visit [gov.uk](https://www.gov.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 [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£

<p>requirements for swimming and water safety.</p> <p>Meeting national curriculum</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2020.</p> <p>Please see note above</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
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:
Purchase new equipment. Essentials (following audit)	Equipment audit carried out September, Spring and Summer.	£1,000	Quality resources for high-quality PE lessons and after-school clubs. Pupils engaging regularly in a wide range of physical activity, using high quality and age/ability-appropriate equipment. Equipment and additional resources will be placed on the top of our agenda for this academic year, along with staff development to ensure that our vision for school PE is delivered to the highest level.	A PE audit is completed each term to ensure lunch-time and after-school clubs as well as PE lessons are delivered at the highest standard.

Employment of lunchtime activity leader	3 x 5 x 1 hour/week. Contracts from 2021 to continue through to 2023.	£9,000	More children (least active) engaged with physical activities during break times.	Children establishing more active habits and gaining more confidence.
---	---	--------	---	---

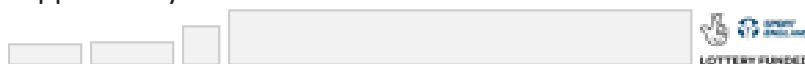
Created by: Supported by:



CPD for lunchtime activity leaders arranged through Rural Sports Partnership. Plus PDF resources to help with delivery. Additional/ongoing in house training to continue.	AW and JF to ensure training booked. Activity leaders to attend.	£50(part of the £750 package)	Confident adults delivering effective and engaging activities.	Pupils, including least active, engaged in physical activity during breaks.
Cycle/walk to School Days	JF, AW, BS, PB to organise and deliver during the spring and summer term (2023).	£0	Pupils have access to an increased number of sporting opportunities. Pupils developing good habits.	Pupils encouraged to establish more active lifestyles.
4 new pupils to receive Small School Sports Partnership: School Sport Organiser Crew (SSOC) and Change for Life (C4L) pupils. New pupils to attend official training at Anthony Gell Secondary School.	AW/SR to arrange annual membership payment. 4 motivated pupils. 4 newly trained and motivated individuals. Increased physical activity at break times. Increased awareness of healthy lifestyles throughout school.	£50(part of the £750 package)	School Sport Organising Crew busy at break times organising activities, aiming to get the least active pupils active.	These pupils will continue in the role for the foreseeable future. They will be supported by their class teacher in this role. If motivation dwindles throughout the year – class teacher to monitor closely and support in house training of additional members.

Purchase C4L Hoodies Delivery of Change for Life lunchtime club.	JF/SR to arrange payment Sport student ambassadors to wear hoodies when 'on duty' during breaks. Support and guidance given to the four C4L leaders	£80	SSOC and C4L pupils to wear Increased participation in physical activity – particularly for less active pupils. Increased awareness of healthy lifestyles promoted throughout school.	These pupils, supported by their class teacher, will support their peers in at lunchtimes – planning and preparing physical games and activities. Their aim will be to get the least active pupils engaged. These children will also be allocated time within the school timetable to produce information around healthy eating and lifestyles (supported by their class teacher).
Small Schools Sports Partnership (SSSP)	JF to attend training at Anthony Gell.	£50 (part of the £750 package)	Staff training. Support for Sports Coordinator, who can then relay information and training to staff.	Improved sports provision in school. Up-to-date best practice shared.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%

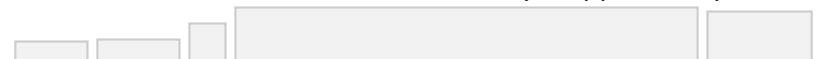
Created by: Supported by:



Intent	Implementation
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:

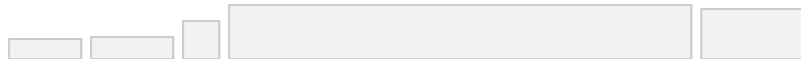
<p>Sports board to raise awareness of sports and healthy lifestyles in school. E.g. participation in various competitions, advertising local clubs and providing pupils with the opportunity to share their experiences.</p> <p>Junior children to create sports poster – to provide/share information about the clubs they attend/ their participation in physical activity outside of school.</p>	<p>Time allocated during the school day for pupils to complete 'Information Posters'. This to be done at different points throughout the school year – autumn, spring and summer.</p> <p>Pupils encouraged to bring flyers from their clubs.</p> <p>Pupil PowerPoint presentations during Collective Worship to promote clubs.</p>	£0
<p>Regular match reports uploaded onto school website – produced by staff and pupils. Videoed pupil reports also uploaded to the school sport website.</p> <p>Intramural and intermural match reports a regular item on the school newsletter.</p>	<p>Time allocated for this activity provided within school timetable. SSOC and C4L leaders to take responsibility.</p>	£0
<p>Sports Premium regular item on governor meeting agenda.</p>	<p>JF to produce regular updates.</p>	£0

Created by: Supported by:



Evaluation of impact of sports premium on pupils for parents and children.	JF to produce and distribute. Important to do this at least three points throughout the school year – autumn, spring and summer terms.	£0	Will ensure pupils' health and wellbeing is a key focus point within the school throughout the year.	Questionnaires are collected and data is analysed. Staff will also assess the impact on pupils throughout the school year. Parents and pupils engaging with physical activity – talking about it at home, celebrating success.
End of year report presented to full governing body.	JF, as part of his governor duties, to report and update regularly. End of year review shared with governors prior to final meeting to allow opportunities to scrutinise.	£0	Will ensure these children are a key focus. Governors to scrutinise impact of spending – offer suggestions.	Governors' opportunity to regularly scrutinise is an important aspect of our sports premium.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Create and Implementing PE Assessment in School	Subject lead to establish and communicate an effective method ways to document.		Class teachers and support staff fully aware of how to assess pupils correctly.	Small steps of progression easier to identify. Increase in pupils' physical ability and ultimately engagement.



<p>CPD for lunchtime activity leaders arranged through Rural Sports Partnership.</p> <p>Additional/ongoing in house training to continue.</p>	<p>AW and JF to ensure training booked. Activity leaders to attend.</p> <p>Teaching staff to model and guide where necessary.</p>	<p>£50 (part of the £750 package)</p>	<p>Confident adults delivering effective and engaging activities.</p> <p>Lunchtime activity leader leading fun and engaging physical activity session to children who most require it.</p>	<p>Pupils, including least active, engaged in physical activity during breaks.</p> <p>Lunchtime supervisors equipped with more skills and confidence resulting in more successful lunchtime sporting activities.</p>
<p>Lesson Observations.</p>	<p>PE co-ordinator to liaise with teaching staff- share good practice and observe lessons.</p>	<p>£0</p>	<p>Increase provision of quality PE. Teachers receiving constructive feedback.</p>	<p>Teachers continue to work with confidence and stay up-to-date with contemporary practice.</p>
<p>Whole school PE days.</p>	<p>Planned Whole School PE days structured into each term. School House System used to group children and create intramural competition.</p>	<p>£0</p>	<p>Staff working together, sharing good practice, developing their own knowledge and understanding. Pupils of mixed ages and abilities working collaboratively together. Support staff also involved – opportunities for them to observe best practice.</p>	<p>Analyse and Evaluate each session. Opportunities for pupils to be assessed. Inform future planning.</p>
<p>Review school PE policy</p>	<p>Continue to research best practice, reflect and evaluate. Review school policy to ensure it reflects school's approach.</p>	<p>£0</p>	<p>PE in line with school ethos and core values.</p>	<p>Governor review. Teachers review.</p>

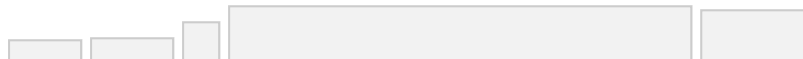
Small Schools Sports Partnership (SSSP)	JF to attend training at Anthony Gell.	£150(part of the £750 package)	Staff training. Support for Sports Coordinator, who can then relay information and training to staff.	Improved sports provision in school. Up-to-date best practice shared.
---	--	--------------------------------	---	---

Created by: Supported by:

Re-establish Pupil PE Passports	Subject			
Key indicator 4: Broader experience of a range of sports and activities offered 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:

Small Schools Sports Partnership (SSSP)	Pupils(4 SSOC and C4L pupils) to attend training at Anthony Gell.	£100(part of the £750 package)	C4L leaders to post regular updates on school website. Pupils have the skillsto write high quality reports.	A sustainable impact lead by the pupils – providing ownership.
Small Schools Sports Partnership (SSSP)	JF to attend training at Anthony Gell.	£100(part of the £750 package)	Staff training. Support for Sports Coordinator, who can then relay information and training to staff.	Improved sports provision in school. Up-to-date best practice shared.

Created by: Supported by:



Infants trip to Lea Green	AW and BS to organise itinerary and book.	£500	Children working collaboratively. Engaging in a wide range of activities, different to those within our curriculum.	<p>Pupils gain experience in a wider range of activities.</p> <p>Providing infant pupils with the opportunity to engage with a wider range of physical activities will enhance their interests and provide them with a deeper insight to the opportunities available to them. Igniting interest and providing opportunity.</p>
Edale Junior 2 night Residential: providing the opportunity to develop class cohesion, self esteem and confidence. Pupils experiencing a wide range of activities not possible throughout the normal school week, for example: rock climbing, abseiling, orienteering and gill scrambling.	AW and JF to organise itinerary and		Increased class cohesion – sense of unity within class.	<p>Providing junior pupils with the opportunity to engage with a wider range of physical activities will enhance their interests and provide them with a deeper insight to the opportunities available to them. Igniting interest and providing opportunity.</p>

2 ½ hrs per/week throughout academic year for Forest Schools TA	Employment of additional teaching assistant to ensure all pupils are safe and sessions are high quality.	£1500	Pupils working in smaller groups. Pupils working on Stanton Moor, the woods and other off-site locations.	
Summer Residential	AW and JF to organise itinerary and b			

Created by:

Supported by:

Bikeability and Balance Ability	SR to book instructorsto deliver the sessions to all pupils	£1,000
---------------------------------	---	--------

External coaching sessionsin school.	Sustain links with local sports clubs.
Delivery of forest schoolsto the Infants and Juniors.	Ongoing throughout academic year. Weekly sessions – Monday afternoons (whole school).

Small Schools Sports Partnership (SSSP)		£100 (part of package)
---	--	------------------------

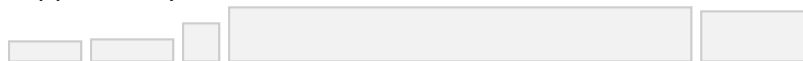
Created by:

Supported by:

Key indicator 5: Increased participation 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:

EXTRA TIME: school participating in competitive sport with local clusterschools. 16 events	PE lessons used to prepare children for events.	£1200	Pupils experiencing the competitive nature of sport. Increased levels of teamwork and resilience.	Participating in competitive sport is considered a vital role in children's development at Stanton. Opportunities for pupils of all abilities will continue to be provided regularly throughout the academic year.
Hiring of coaches to transport children to cluster events.	SR to book coaches.	£600	Pupils able to compete in local tournaments.	Stanton to host competitions now that the construction of MUGA is complete. Stanton cricket pitch also to be used.
Additional competitive games arranged between local schools in summer term.	JF to contact schools	£80 – Trophies and medals	Pupils experiencing the competitive nature of sport. Increased levels of teamwork and resilience.	Increased engagement and motivation. Improved physical literacy.

Created by: Supported by:



Intramural sports tournaments and competitions arranged using the school house system.	School staff to organise at least 1 house event each half-term.	£30 – House trophy to be awarded at the end of each academic year.	Pupils should attend intermural competitions with increased levels of confidence and self-belief. A wide range of sporting events planned and delivered – focusing on developing positive attitudes to sport.	
--	---	--	---	--

Small Schools Sports Partnership (SSSP)	JF to liaise with EXTRA TIME coaches and SSSP organisers	£100(part of the £750 package)	Additional opportunities for successful athletes/teams	Successful athletes/teams progressing to county level competitions.
	Total: 22-23 allocation:	£18160 £16530 £1,630	Final spending allocation to be finalised once 21-22 spending is complete and I have received figures	

Signed off by	
Head Teacher:	Alexia Wyer
Date:	
Subject Leader:	Johnathon Figg
Date:	
Governor:	Adrian Thornhill
Date:	

Created by: Supported by: