

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:

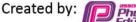
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects: 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	£17,342.32
Total amount allocated for 2021/22	£17,361.00
How much (if any) do you intend to carry over from this total fund into 2022/23? Ring fenced prior 31 July 22	£34,703.32*
Total amount allocated for 2022/23	£17,200
Total amount carried forward 2023/23	£ 5,157.96

Swimming Data

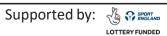
Please report on your Swimming Data below.

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?	95%
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]?	47%
Please see note above	
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?	<mark>Yes</mark> /No













Action Plan and Budget Tracking

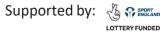
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

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:
Encourage all pupils to take part in the Feet First initiative. Walk, ride or scoot to school.	Badges to be given out in assembly to inspire children to complete their pledge.	£ Free	An increase in the number of children taking part in the initiative.	0% Continue to work with this programme in the next academic year.
Run a twice weekly running club at lunchtime. For Y2-6	Children run 6 laps of the entire field. Equal to one mile.	£Free	cross country events. There are a core group of children who would complete 2 miles in a session.	0% Do this in the next academic year and tie it in with the 30:30 initiative. Encourage 30 mins outside school recorded in 'exercise' diaries.
Register and train sports leaders in Y5	Raise the profile of playground games. Train Y5 ready for when they are in Y6	£298		1.7%Repeat this in the next academic year, to ensure Y6 children are always trained.
Provide swimming lessons for all in Years 1-6 to increase confidence in water based and self- rescue activities.	High quality swimming lessons to teach the basics of swimming to KS1 and stroke development to KS2.	£2,583	a rural area with lots of streams, ponds and lakes. High proportion of pupils attained the NC swimming standard. All of Y6	swimming lessons (Every day for a week) to see if this is a











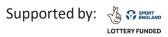


School.	Pupils attended Lacrosse, rounders, rugby, dodgeball, badminton, trampolining and multi-skills festivals.	£Free	Children enjoy the sport in these festivals and mixing with children from other schools.	
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole 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:
Offer a broad and well planned PE curriculum to all children within the school.	Use coaches to deliver engaging lessons and CPD to teachers, in a variety of sports and activities throughout the year through the curriculum and chosen sporting activities.	£4462.00	Children are enthusiastic about all aspects of PE, they use the correct terminology when discussing aspects of sport.	26% Teachers more confident to teach high quality PE within lesson time.
Offer a range of sports as clubs, lunchtime and after school to encourage pupils to engage with sports.	Teachers, coaches and volunteers offered a range of sports during sports club. Indoor clubs ran during the winter months. A lunchtime running club took place twice weekly.	£Free	An increased number of pupils attended sports clubs, the indoor clubs in the winter months were oversubscribed. Lunchtime running clubs were especially popular with KS1 children.	Continue with this next year, using coaches to deliver a variety of sports to after school clubs.
Encourage children to enter competitions, festivals and take part in outdoor and adventurous activities.	Enter competitions, facilitate entry to festivals and run outdoor activity residentials.		Covered in Sections 4 & 5	
	Equipment inspected by a qualified outside agency			0.5% This is an annual inspection to ensure the safety of all equipment user













Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	port	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:
Increase confidence, knowledge and skills of staff teaching PE.	Teachers to work with coaches to increase their knowledge and confidence in teaching CPD	£ Included above	Teachers strive to deliver the same standard of engaging lessons as the coaches. CPD for staff to help them plan and deliver all aspects of PE and evaluate their lessons to plan the next steps.	Continue this in the 23/24 academic year. Survey to be completed by staff to ensure correct CPD and training is offered.
Offer CDP to teachers in areas where it would benefit and improve their curriculum knowledge.	Carlisle United delivered the 'Primary Stars' programme to work closely with a teacher and class both inside and outside the classroom.	£500	In previous years this has worked very well, the teacher has gained knowledge and confidence and the pupils have enjoyed engaging with the coaches in the classroom	2.9% Continue to do this in the 22/23 academic year as it is of great benefit to the children and teacher.
Staff time to track pupil progress and participation.	Time and assistance to be given for teachers to fill in the updated PE tracker.		We are seeing more children taking part in a wider range of sports both within school and outside school hours. Subject lead able to feed back to staff any developments or	Build in a half termly staff time to allow them to track PE.
the latest developments in PE.	Subject lead to attend the William Howard Consortium and the ACPEN (Active Cumbria PE Network) meetings and remain an active member of these groups		initiatives. Some meetings over Zoom, others at William Howard School.	Ongoing. Apply for the School Games Mark.













Key indicator 4: Broader experience o	f a range of sports and activities offe	ered 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:
Additional achievements: Wheelchair Basketball.	Make pupils aware of inclusion in sport	£220	Pupils loved playing games in the wheelchairs and noted how versatile and maneuverable they were.	1.3% Repeat this in the next academic year as it is fun and highlights inclusion.
Bouldering Wall in Carlisle. Initially 31 children had a taster session.	Giving the opportunity to try different sports.	£ Transport only	Pupils loved the bouldering wall. We took two teams to a competition, and both made it to the 'Grand Final'. Girle placed 3 rd , Boys 4 th	Enter the competition in the 23/24 academic year and give another class a taster session
Give pupils a broader experience outside the school setting.	In KS2 at least one of the residentials is based on an Outdoor and Adventurous curriculum at an outdoor activity centre.		of their families. They are introduced to a range of outdoor and adventurous activities, it gives	Continue with the residentials next year, as not only are they introduced to outdoor and adventurous activities, but develop independence and social skills.













Installed Playdale Adventure Playground	To allow a wider range of adventurous play during and after the school day.		Allows children from KS1 and KS2 to partake in adventurous play. Develops independence and assessing risks. Also promotes team work, cooperation and communication between pupils	*This was ring fenced from the 21/22 carry forward.
Total cost of transport for the year.	This includes residentials, swimming and all sporting events.	£2910	Enabled children to compete and try different sports	17%

Key indicator 5: Increased participation	n 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 all children have the opportunity to take part in competitions.	We ran a whole school Sports Day where every child took part in team and individual events	£ Free	Children and parents were pleased to see the return of the traditional sports day.	
Enter a variety of sporting competitions through the William Howard Primary consortium.	Teams entered competitions, where possible two teams were selected to give pupils the opportunity to compete.	Transport only/Free	Many more children this year have taken part in competitive sport this year.	On going
Bouldering Competition, Carlisle	Two teams were entered and both got		Some children who did not know they could boulder were exceptional at it.	Do this again in 23/24













through to the 'Grand Final'	£ Transport only	

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











