

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 sustainable improvements the and Physical Education, School Sport and Physical Activity (PESSPA) the quality of 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 for the revised DfE guidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend. DfEencouragesschools 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. The funding should be spent by 31st July but the DfE has stated that there will be no clawback of any unspent money so this can be carried forward into 2023/24.

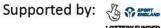
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than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

Created by:















Details with regard to funding Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£20,150
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£20,280
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£20,280

Swimming Data

Please report on your Swimming Data below.

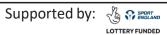
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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?	71%
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 2023. 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	71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
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















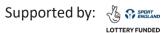
Action Plan and Budget Tracking

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: 2023/24	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of a			ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	east 30 minutes of physical activity a c	lay in school		%
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:
engage in regular physical activity throughout the school day. This includes both playtimes and in the classroom. Through engaging in physical activity the pupils should: - Build up their fitness	Playtime equipment boxes available at morning play and rotated between year groups. Rota of lunchtime equipment and activities planned and managed by Midday supervisors. Mini leaders trained and used at lunch with KS1 pupils to support and enhance their play. (Mini leader training in Aut2) Use of external Soccerstars coach to	£400 for equipment		
concentration in the classroom	increase physical activity (see key indicator 4) KS2 multi-sport clubs Mon-Thurs	Part of £7370 Soccerstars provision. Part of £7370		











	·	Soccerstars provision		
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	
Valuable al Canada I III I				
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:













We aim to increase the pupils	assembly		
knowledge of the importance of	,		
physical activity to lead a healthy and active lifestyle.	School sport display in school hall celebrating achievements from festivals and competitions.	-	
	Share information regarding sporting activities on school newsletters & send home termly newsletter advertising the extracurricular opportunities.	-	
engagement and enthusiasm of our	LL / A 4 C	Part of £7370 Soccerstars provision	

Key indicator 3: Increased confidence	e, knowledge and skills of all staff in t	eaching PE and sp	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:
At MPS we aim to provide a varied, progressive and challenging PE curriculum to all pupils. To ensure this we will:	Provide training by a gymnastics coach throughout the year to	£1000		
Ensure that the PE planning used is progressive throughout the school and meets the requirements of the	continue to support UKS2 teachers with the delivery of the new gymnastics planning.			













NC, and that staff feel confident to deliver this planning.	Dance planning scrutiny and research new possible dance	Part of £4500	
Continually support staff with their delivery of PE.	schemes of work.	leadership cover	
Ensure that assessment grids match the PE progression map and are a useful tool to support the pupils' progress in PE.			
Ensure that PE lessons are of a high quality and that staff feel confident in the delivery of PE.	Organise for a DCCT coach to deliver the Joy of Moving unit to both Y5 classes.	Part of £1750 DCCT affiliation	
	Drop-ins – athletics lessons. Are the activities challenging for pupils and is there a progressive development of skills throughout the school?	Part of £4500 leadership cover	
	In January, May & July PE leads check assessment grids to ensure they are being completed on a regular basis. Also check GD pupils to ensure that past GD and G&T pupils are still being recognised in other year	Part of £4500 leadership cover	
	groups. PE leads will do a class swap in		













	T	I	Г	<u>r</u>
	Autumn and Spring term, teaching			
	PE in a different year group.			
Key indicator 4: Broader experience of	f a range of sports and activities offe	red to all pupils		Percentage of total allocation:
'				
Intent	Implementation		Impact	
	·	I	·	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
At MPS we aim to offer all pupils	Organise extra-curricular clubs	Dt f C7270		
opportunities to try alternative sports	finat run tinoughout the year with	Part of £7370		
outside of PE lessons. Through this	Soccerstars. Triis will include.	Soccerstars		
we hope to inspire a love of physical		provision		
activity and a good knowledge of the	KS1 after school football clubs			
importance of leading a healthy	ongoing throughout the year			
lifestyle.	(parents to pay) EYFS after school football club			
	Sum term (parents to pay)			
	Soccerstars to run multisports			
	lunchtime clubs for KS2 over 4 half			
	terms. All pupils will take part in			
	the lunchtime clubs.			
	une functionne clubs.			
	KS2 sport specific after school			
	clubs on a Monday throughout the			
	year (payable by parents)			













Aut 1 – Y5 inactive lunchtime club and Y5&6 pupil premium after school club. Aut 2 – Year 3&4 pupil premium after school club. Spr 1 – Year 3 inactive lunchtime club & Y5&6 GD after school club Spr 2 – Y6 inactive lunchtime club & Y3&4 GD after school club. Sum 1 – Y4 inactive lunchtime club & Y1 pupil premium after school club Sum 2 – SEND lunchtime club & Y2 pupil premium after school club.













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:
At MPS we aim to offer pupils the experience and opportunity of attending tournaments in competitive environments against other schools across Derby City. We will also provide more intrasporting competitive activities within school.	PE leads to book events throughout the year based on the SSP sporting calendar. This calendar will be shared with staff. Target 'achieve' competitions to provide more competitive opportunities for GD pupils. Coordinate clubs leading up to competitions. Track children attending competitions to ensure that as many children as possible have the opportunity to attend a competition.	Part of £1750 DCCT affiliation £2500 transport £4500 staff cover		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	













Date:	
Governor:	
Date:	











