

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:

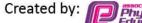
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects: 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	£1930
Total amount allocated for 2021/22	£16560
How much (if any) do you intend to carry over from this total fund into 2022/23?	£-
Total amount allocated for 2022/23	£16610
Total amount of funding for 2023/23	£11,893,37
Carry forward into 2023/24	£4,716.63

## **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?  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	100%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%













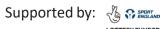
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

Yes/No











## **Action Plan and Budget Tracking**

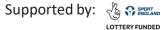
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023-4	Total fund allocated:£16,610	Date Updated:	July 20 <sup>th</sup> 2024	
<b>Key indicator 1:</b> The engagement of <u>a</u>	<u>Ill</u> pupils in regular physical activity – (	Chief Medical Of	ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a c	lay in school		26%
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:
Our vision is to ensure every child in school is able to flourish physically, emotionally and academically. Regular exercise in and out side school makes a significant contribution to pupil achievement in all these areas.  We aim to ensure children undertake extensive and wide ranging experiences in physical activity each week -	To train 'Young leaders' (Y5/6) through the employment of Barrow Raiders: Barrow Advantage in the Autumn term. One session per week. To have children then leading active lunch time sessions throughout the school year, twice a week. Young leaders to then plan, organise and deliver an after school club for younger children in the summer term.	£1200	throughout academic year during lunchtimes — as a result, children have been more physically active during the school day and report higher levels of enjoyment at social times. Improved relationships and developed greater interaction	CPD for Year 5+6 class teacher on developing play leaders – autumn term.  Development of current buddysystem to ensure youngest pupils are lead and engaged in playing team games with their peers and are physically active during lunchtimes.
EYFS and KS1 minimum of 90 minutes per week KS2 - minimum of 2 hours per week Children develop skills across a range of sports and activities and have many opportunities to take part in competitive	_	£150	All Year 5 and 6 pupils attended open water swimming that included self-rescue and provided experience of swimming on open water. 100% of pupils have achieved self rescue	'Waterwise' swimming again this academic year. Summer term.
events locally and throughout the country.	opportunities through openwater swimming with waterwise in Summer term 2024 for all Year 5 and 6  To continue to provide extra physical activity opportunities throughout 2023-	£450 £2520	Range of new equipment to support active play throughout academic	Sustain current curriculum offer in weekly timetable for all students to be involved in at least 2.5 hours of structure physical activity per week.













	24 so that all pupils can continue to enjoy and develop skills in 1 x 60 minute sessions every two weeks as part of our enhanced PE curriculum in 'Feel Good Fridays'.		all pupils across school who are learning new skills. All pupils during last academic year have been involved in structured physical activity each week of ≥ 2.5hours per week as part of weekly timetable; this has included introduction to new sports; development of multi-skills and focus on improving mental health in the outdoors. Children and many parents report that they feel opportunities to be physically active both in lesson time and during social play are having a positive impact on their wellbeing	
<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:  9%
Intent	Implementation		Impact	370
		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:
school life. We are determined to offer wide-ranging opportunities for sport and physical activity that will enable our pupils to flourish and extend their enjoyment of the wider curriculum. All pupils will have access to deeper experiences of some sports and	To sign up and participate in Dallam Primary Competitions for the 2023-24 academic year.  To provide a KS2 running club to in the Autumn term, then attend and compete in events linked to the sport.	£300 £1200	All pupils from years 1-6 have taken part in at least one team sport competition at Dallam this year. Year 3+4 learned how to play rounders through a carefully	Running Club to recommence for all junior pupils during the autumn/spring term led by two
	To celebrate sporting success by photographing and sharing events and achievements through 'Celebration	No cost	planned and coordinated sequence of lessons in preparation for their inter-schools competition. Children are constantly learning new	members of staff.  All sporting achievements to be celebrated via range of school













Assemblies', newsletters a	nd the school skills and sports; appreciating	g the media – website, newsletters,
website.	importance of preparation ar	
	training; feeling rewarded fro	
	achieving success when playi	
	other schools.	''6
	other schools.	
	Increasing number of childre	n have
	attended Levens Running Clu	ıb —
	more than 60% of all junior c	hildren
	in last academic year. All pup	ils took
	part in XCountry competition	
	some also taking part in othe	r more
	challenging or qualifying	
	competitions. 3 pupils qualif	ied for
	national XCountry champions	
	, , ,	·
	Sporting success both in and	out of
	school continues to be celebi	rated
	through various channels – a	s a
	result children feel proud of	their
	achievements and are inspire	ed by
	their peers.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
				25%
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:













			-	
We aim to ensure staff feel confident -	To provide regular SL time for PE lead	£600	PE lead has developed curriculum and	-
that they have the knowledge and skills	to continue to improve and maintain	1600	assessment using Lancashire PE	due to change in staffing and
to range of sports well and enjoy their	a cohesive and progressive PE		Scheme. As a result, all class teachers	develop curriculum as a SDP focus
work with pupils in our school. We aim to	curriculum throughout school.		and HLTAs are following a whole	for this academic year.
support staff in areas of physical activity			school sequenced PE curriculum.	
where they have indicated that they feel	To organise further CPD to improve	£800	Whole School Curriculum Map is	To continue to use specialist
less confident to teach well.	knowledge, skills and confidence in	1000	being reviewed and updated to	sports coaches to model/lead
Children will extend their skills and be	teaching new PE curriculum.		reflect implementation of Lancashire	quality PE sessions in school to
introduced to range of new participation			Scheme and preparation for local	support development of staff
and competitive sports.	To employ further PE specialists to		cluster competitions.	skills and confidence e.g. dance
	enhance knowledge and skills of staff	£2850		coach from Brewery supporting
	who teach PE, particularly in areas of	12030	Staff confidence and skills have	curriculum dance has enhanced
	the curriculum where there is less		developed through use of	skills and confidence of year 5+6
	confidence or disciplines are new to		professional coaches and high-quality	teacher to lead Dance lessons
	school.		resources form Lancashire scheme.	with his class.
Key indicator 4: Broader experience o	f a range of sports and activities offe	red to all pupils		Percentage of total allocation:
				23%
Intent	Implementation		Impact	
Intent Your school focus should be clear	·	Funding	Impact Evidence of impact: what do	Sustainability and suggested
Your school focus should be clear	Make sure your actions to	Funding allocated:	Evidence of impact: what do	
Your school focus should be clear what you want the pupils to know	·	_	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
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	_	Evidence of impact: what do pupils now know and what can they now do? What has	
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	Make sure your actions to achieve are linked to your	_	Evidence of impact: what do pupils now know and what	
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:	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has	next steps:
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:  It is our aim to provide engaging and	Make sure your actions to achieve are linked to your intentions:  Funding to support a range of	_	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  School was not involved in Dance	
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:  It is our aim to provide engaging and inspirational experiences that will lead to	Make sure your actions to achieve are linked to your intentions:  Funding to support a range of different sporting and physical	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  School was not involved in Dance Platform this year, but have	next steps:  Brewery Dance Platform involvement as an after-school
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:  It is our aim to provide engaging and inspirational experiences that will lead to the enjoyment of a range of sporting	Make sure your actions to achieve are linked to your intentions:  Funding to support a range of different sporting and physical activities including:	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  School was not involved in Dance Platform this year, but have submitted request to be involved	next steps:  Brewery Dance Platform
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:  It is our aim to provide engaging and inspirational experiences that will lead to	Make sure your actions to achieve are linked to your intentions:  Funding to support a range of different sporting and physical	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  School was not involved in Dance Platform this year, but have	next steps:  Brewery Dance Platform involvement as an after-school
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:  It is our aim to provide engaging and inspirational experiences that will lead to the enjoyment of a range of sporting opportunities for all pupils and secure	Make sure your actions to achieve are linked to your intentions:  Funding to support a range of different sporting and physical activities including:  1. Participation in the Brewery	f1200 £300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  School was not involved in Dance Platform this year, but have submitted request to be involved again this year with support of	next steps:  Brewery Dance Platform involvement as an after-school club for junior pupils this year.
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:  It is our aim to provide engaging and inspirational experiences that will lead to the enjoyment of a range of sporting opportunities for all pupils and secure interest in developing further sporting	Make sure your actions to achieve are linked to your intentions:  Funding to support a range of different sporting and physical activities including:  1. Participation in the Brewery Dance Platform in the 23-24	f1200 £300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  School was not involved in Dance Platform this year, but have submitted request to be involved again this year with support of	next steps:  Brewery Dance Platform involvement as an after-school club for junior pupils this year.  Whole School involvement in
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:  It is our aim to provide engaging and inspirational experiences that will lead to the enjoyment of a range of sporting opportunities for all pupils and secure interest in developing further sporting	Make sure your actions to achieve are linked to your intentions:  Funding to support a range of different sporting and physical activities including:  1. Participation in the Brewery Dance Platform in the 23-24 academic year. Dance coach	f1200 £300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  School was not involved in Dance Platform this year, but have submitted request to be involved again this year with support of specialist dance coach.	next steps:  Brewery Dance Platform involvement as an after-school club for junior pupils this year.  Whole School involvement in secondary school primary
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:  It is our aim to provide engaging and inspirational experiences that will lead to the enjoyment of a range of sporting opportunities for all pupils and secure interest in developing further sporting opportunities outside school.	Make sure your actions to achieve are linked to your intentions:  Funding to support a range of different sporting and physical activities including:  1. Participation in the Brewery Dance Platform in the 23-24 academic year. Dance coach to lead sessions in a different	f1200 £300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  School was not involved in Dance Platform this year, but have submitted request to be involved again this year with support of specialist dance coach.  All pupils had the opportunity to	next steps:  Brewery Dance Platform involvement as an after-school club for junior pupils this year.  Whole School involvement in secondary school primary
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:  It is our aim to provide engaging and inspirational experiences that will lead to the enjoyment of a range of sporting opportunities for all pupils and secure interest in developing further sporting opportunities outside school.  Children will develop skills and	Make sure your actions to achieve are linked to your intentions:  Funding to support a range of different sporting and physical activities including:  1. Participation in the Brewery Dance Platform in the 23-24 academic year. Dance coach to lead sessions in a different discipline of dance to provide	f1200 £300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  School was not involved in Dance Platform this year, but have submitted request to be involved again this year with support of specialist dance coach.  All pupils had the opportunity to attend at least one inter-school team	next steps:  Brewery Dance Platform involvement as an after-school club for junior pupils this year.  Whole School involvement in secondary school primary competitions again this year.













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Primary Liaison Competitions		some children showing an interest to	rounders, lacrosse, dodgeball.
(Rounders, Athletics, Cross		seek further opportunities to do	
Country, Basketball and		archery outside of school.	Sustain involvement of Barrow
Hockey).			Raiders coaches and players
3. Providing an after school		Subsidy for travel has ensured that	throughout next academic year.
Archery Club for KS2 pupils in		there has been no cost to parents for	
the Autumn Term.		their child/children to attend any	To use sports funding to continue
		sporting events offsite.	to subsidise transport to all
			sporting competitions and events
To subsidise travel to sporting events			off site this academic year to
e.g. the Dallam competitions, cross			avoid any cost to parents/carers.
country, adventurous activities etc.	1+1 /(1()	children and wider family members in	
		being active and successfully led our	
To re-invest in opportunities to		sports day events again this year.	
experience new sports onsite and			
subsidise costs offsite and make		New equipment purchased has	
opportunities available to all.		introduced children to developing	
opportunities aramatic to a		skills in new sports e.g. standing	
To work alongside Barrow Raiders to		longjump, balance beam etc.	
for next years sports day and other			
family sporting events to promote			
engagement in physical activity for	£280		
the whole family.			
the whole family.			
To invest in equipment for events			
such as tug of war, long jump and high			
	'		
jump for sports day.	CAEO		
	£450		

Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				16%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:













and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Our vision is for all children to flourish physically, emotionally, academically and spiritually. This can be achieved through regular exercise and participation in wide ranging events, including competitive sport with their peers and via competitions with local schools.	1) Dallam Primary Liaison	£1800	introduced to a new sports; have developed new skills and taken part in team competitions at Dallam — they have had huge success in various sports.  Elleray XCountry Shield event was cancelled due to weather, despite intense training and preparation by running club in weeks leading up to	Sustain involvement in events offsite including: Dallam secondary school's primary sports competitions. Elleray XCountry Shield Brewery Dance Festival Milnthorpe Cluster Competitions.  Purchase of equipment to ensure participation in wide range of sports is not hindered by lack of resources.
	To purchasing equipment to ensure participation in the events and development of the skills needed before the events.		School has attended and taken part in all cluster competitions with high degree of success across all year groups and sports.	

Signed off by	
Head Teacher:	Jane Farraday
Date:	31 <sup>st</sup> July 2023
Subject Leader:	Pam Robinson
Date:	31 <sup>st</sup> July 2023
Governor:	Eileen Mason
Date:	31 <sup>st</sup> July 2023











