



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](http://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 2024.**

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 2024. To see an example of how to complete the table please click [HERE](#).

Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2023/24	£ 19430.00
How much (if any) do you intend to carry over from this total fund into 2024/25?	£ 1866.00
Total amount allocated for 2023/24	£ 19590.00
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 25200.00
Amount spent in Academic year 23/24	£25291.97

## 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. <b>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</b>	80%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020. Please see note above	75%
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	75%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	65%
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?	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.

<b>Academic Year:</b> 2023/24	<b>Total fund allocated:</b>	<b>Date Updated:</b>	
<p><b>Key indicator 1:</b> 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.</p>			Percentage of total allocation: % £ of £
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>
What you want to achieve	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?:
To ensure that pupils from all groups, especially disadvantaged and SEND, can access and achieve the outcomes in the P.E. curriculum.	Ensure curriculum and extra-curricular activities including lunch and breaktimes are fully resourced.	£830.00	Teachers have access to high-quality equipment that allows them to teach lessons that are effective. The aim of this is that all learners are catered for and there is no barrier to any of our learner's education, due to lack of equipment.
To increase the quality of teaching, through increased staff CPD through specialist PE teachers.	Sport Coaches from Premier Sport work within the School to support teachers CPD. Teaching staff work alongside coaches in lessons to develop understanding of progression, activity and activities to enhance their own sessions.	£ 6930	Teachers, who are ECT's, or have verbally asked for support have been given increased CPD. All teachers have had the opportunity to gain further CPD, through support in their own sessions from specialist PE teachers from Primary Spot. This has increased teacher confidence and quality of teaching across PE.
			Sustainability and suggested next steps:  Kit will be looked after and last for a number of years. Any kit that is no longer safe / in working order will be replaced.  Any specialist equipment, needed to meet any learner will be purchased to meet their needs.  This will continue into the next academic year, continuing to focus on those teachers who have reduced confidence in their own teaching of PE.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3% £ of £
Intent	Implementation		Impact	
What you want to achieve	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?:	
To raise the profile of sport and physical activity across the Campus	<p>Breaktime and lunchtime provision is structured and organised by staff. Equipment is provided and opportunities for sport and competitive application of skills is encouraged.</p> <p>Year 6 Playtime Leaders, managed by Subject Leader, provides sports and games provision for KS1 children. These children, from Y6, have received training and equipment to lead engaging and enjoyable activities.</p> <p>Activities and resources are differentiated across the stages of education on campus. Staff are offered advice and CPD from Subject Leader.</p>	Cost included elsewhere	<p>Children develop balance, co-ordination and motor skills through use of outdoor play equipment.</p> <p>Children learn how to move and manage their own body weight safely while using equipment.</p> <p>Raising engagement with sport and physical activity, making children more likely to participate and building confidence.</p>	Going forward, we would like to develop our lunchtime provision further, by running more lunchtime clubs. These would then link to after school sporting fixtures on campus or externally.
Children to develop pride in their Sporting achievements and want to tell their peers about what they have done. Linking to the key qualities, which they must have shown.	<p>Celebration Assembly every week to ensure whole schools is aware of and celebrates sporting success in and out of school.</p> <p>Tailored certificates have been given for events taken part in where children have represented the school.</p>	No cost	<p>Multiple children each week have brought in items to celebrate.</p> <p>These have been across a variety of sports and have helped developed a sense of pride for sporting attainment and success.</p> <p>Records, certificates and reports kept by the PE lead.</p>	<p>Provision of medals, certificates and awards for Sporting events throughout the year. Children to continue celebrating success during assembly.</p> <p>Next steps, Sports Super star each week. Use of social media to promote sporting achievements across the school</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				54% (by end March 2022) £ of £
Intent	Implementation		Impact	
What you want to achieve	Make sure your actions to achieve are linked to your intentions:	Funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps
To develop confidence, knowledge and skills of all staff in teaching PE and sport.	<p>-Premier Sports specialist coach supporting in Reception and KS1 during Autumn 1, and supporting ECTs across school in Autumn 2, Spring and Summer Terms.</p> <p>-Subject Leader providing a curriculum overview with clear teaching objectives and progression between the phases. Planning template shared by SL used consistently throughout Primary.</p> <p>-Planning scheme Get set for PE which facilitates high quality teaching and cross curricular links.</p> <p>-Kickboxing specialist teaching alongside all year group (1-6) teachers to develop subject knowledge and increase extra curricular offer to all students.</p> <p>-Subject leader attending “Level 6 Primary School Physical Education Subject Leadership” course and travel costs.</p> <p>-Swimming CPD for Year 5 and teachers during Swimming sessions at Exmouth Leisure Centre including transport.</p>	<p>£ 6930</p> <p>£660.00</p> <p>£6080</p> <p>Paid for with previous year’s funding as attached to Level 5.</p>	<p>Teachers are beginning to consider the purpose of learning as well as the necessary skills and objectives taught.</p> <p>Curriculum progression throughout phases.</p> <p>Teachers exposed to models of excellence through specialists working alongside them.</p> <p>Teachers are able to replicate this in their own practice and build into future planning.</p> <p>Subject leader becoming more confident leading and developing greater subject knowledge.</p> <p>Greater ability to support all staff developing confidence and ability to deliver a high quality P.E. curriculum across Primary.</p>	<p>Further develop curriculum with clear progression between phases.</p> <p>Increase quality of teaching, through supporting teachers with high quality PE planning and resources.</p> <p>High quality Taekwon-Do provision for future years through new relationship with local specialist.</p>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
				£ of
Intent	Implementation		Impact	
What you want the pupils to know/do and what they need to learn/ consolidate:	Make sure your actions link to intentions.	Funding	Evidence of impact,	Sustainability and suggested next steps.
To broaden our extra-curricular offer and increase pupil engagement with physical activity.	<p>-Taekwondo club at lunch times and teaching in Year 4 to develop teacher subject knowledge.</p> <p>-Personal Training club for Pupil Premium girls in Years 4, 5 and 6.</p> <p>-Skipping workshop</p> <p>-Lunchtime football managed by CEC lunch cover staff</p> <p>Playground Leaders, Y5/6</p>	£200	<p>Children engage with a range of activities and sports which they may not have experienced.</p> <p>Children develop sense of self and what forms of exercise they enjoy the most through exploration of sports and activities on offer.</p> <p>Children develop social skills and teamwork through group activities and sports which can be applied to many contexts throughout their Primary and Secondary experience.</p> <p>Children develop curiosity and confidence exploring new activities while building positive self-esteem and becoming self-assured and outgoing young people.</p> <p>Develop self-confidence and leadership qualities among Y6 children. Increase physical skills in KS1, as more structured activities for them in their playtime.</p>	<p>Raising enjoyment of a range of sports and activities that promote movement.</p> <p>Children can independently and as a group work on skills learned in workshops in their break and lunch times.</p> <p>Students may continue these Sports and activities in their own time having experienced them here first.</p> <p>Increased love of physical activity due to the breadth of experience suiting more children.</p> <p>Continue to raise awareness of Playground Leaders and develop the role further.</p>

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 0.4% £135 of £34918.00
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
<p>To increase pupil participation in competitive sport.</p> <p>Impact of COVID followed by changeover of subject leader has meant this area is lacking. Therefore, this indicator will be a focus for P.E. action planning next year (2023-24), with the aim to build relationships with other schools in the area and set up competitive school teams for sports like Football and Athletics.</p>	-Spring and Summer Term sporting fixtures.	£0	<p>Multiple schools have attending our Campus for a variety of different sports across KS2. A wide spread of children have had the opportunity to take part in competitive fixtures.</p> <p>Developing a culture of team work, good sportsmanship and resilience across the school.</p> <p>Facilitating growth of students who are passionate about a particular sport and giving them an opportunity to express this. Giving students who may not engage with competitive sport outside of school the opportunity to participate in it and discover their passion for team / competitive sport.</p> <p>Students are able to develop a sense of self through sport and continue to participate in this throughout Primary and Secondary.</p>	<p>To continue to organise and facilitate sporting fixtures at CEC going forward. Children to have the opportunity to learn and take part in sports which may not be normally accessible to them.</p> <p>We aim to offer opportunities for all children across KS1 and KS2 the opportunity to take part in a competitive fixture in a supportive environment.</p>



Signed off by	
Head Teacher:	Krishna Gandhi
Date:	30.07.2024
Subject Leader:	Sam Buckingham
Date:	30.07.2024
Governor:	Les Bayliss
Date:	30.07.2024