

Funding information

Amount carried over from 2021/22	£0
Amount allocated for 2022/23	£ 18,540
Total available funding for 2022/23	£18,540
Funding spent in 2022/23	£18,540
How much (if any) will you carry over into 2023/24?	£0

Swimming data

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	34%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	34%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	34%
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?	No

Action Plan and Budget Tracking

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:
				91.5%
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:
Provide pupils with high quality extra curricular provision- both at break and lunchtimes and after school, to promote health and fitness and nurture and promote talent- giving children additional opportunities to practise. Promote sports to girls as it was noted that more boys than girls were attending after school sports clubs.	There are daily PE/sport/fitness activities every break time and lunch break (75 minutes daily) and daily free of charge activities for all age groups- EYFS-Y6. An external provider was used; Ipswich Town Wild cats', to provide a 'girls only' football club'	£12,000	Pupils actively engage in a range of physical activity throughout the school day and after school. Pupils' knowledge of healthy eating and a balanced diet has improved as evidenced by fitness levels. More girls are participating in after school and lunch time sporting activities.	Continue to provide a range of equipment and training to complete physical activity throughout the school day. Create additional spaces for a wider range of sporting activities during break and lunch periods.
Ensure that break/lunch times and after school extra curricular sessions are adequately resourced with appropriate, engaging equipment , to further promote health and fitness to all pupils.	Resources purchased for use in the playground/field and for after school extra curricular clubs.	£5,000	Behaviour on the playground at break and lunchtimes is good; pupils are observed sharing resources and initiating their own games etc with the resources. The children also engage in activities with adults and children outside of their own class/year group, further promoting the acquisition of social skills.	Audit of resources at the end of the academic year, to see what needs to be repaired/replaced in order to maintain and increase levels of pupil participation

			<p>Children are very active at break and lunchtimes and engage very well with the resources- thus promoting and raising increased participation and engagement and fitness levels.</p> <p>Extra curricular after school sessions are well attended and there is less of a gender gap this year.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>The profile of PESSPA to be high across the school, from Nursery to Y6 and for pupils to be keen to engage in sporting/fitness and physical activities.</p>	<p>Daily fitness/sporting activities available at lunch and break times and after school and a range of equipment available for children to engage with .</p>	<p>£(See key indicator 1)</p>	<p>Behaviour on the playground at break and lunchtimes is good; pupils are observed sharing resources and initiating their own games etc with the resources. The children also engage in activities with adults and children outside of their own class/year group, further promoting the acquisition of social skills. Staff are more confident at leading different activities.</p> <p>Children are very active at break and lunchtimes and engage very well with the resources- thus promoting and raising increased participation and engagement and fitness levels.</p> <p>Extra curricular after school sessions are well attended</p>	<p>Fitness and healthy living to remain high profile across the academy.</p>

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:
High quality national curriculum and extra curricular activities and sporting opportunities delivered to all pupils by specialist staff.	PE specialists deliver all national curriculum content, extra curricular sessions and deliver and support sport/fitness/physical activities at lunchtimes.	£ (see indicator 1)	PE specialists deliver all national curriculum content, extra curricular sessions and deliver and support sport/fitness/physical activities at lunchtimes. Children's technical ability and levels of skill have improved.	Specialist staff to lead some CPD to break and lunchtime staff and to train some playground leaders (pupils) to lead different sporting activities at break and lunchtimes.
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:
Additional achievements: Children experience a wide range of sports and activities.	Range of differing activities and sports offered throughout the year at break, lunch and after school. Lots of resources purchased to promote different activities and sports and PE specialist deliver extra curricular sessions at lunch and after school.	£(See key indicator 1)	Children have the opportunity to experience a wide range of sporting and physical activities on a daily basis; at break, lunch and after school.	Look to increase the range of activities offered to pupils. Audit of resources at the end of the academic year, to see what needs to be repaired/replaced and consider purchasing a different range of resources going forwards.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.5%
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 increase the number of pupils that engage and participate in competitive sport.	Local opportunities to participate in competitive events have been attended by pupils. Older pupils participated in regular competitive sporting fixtures.	£ 1540	Pupils from the academy participated in and represented their academy in inter-school sporting events, hosted at the local high school (Ipswich Academy), they also participated in football fixtures at local venues. Pupils developed teambuilding skills and enjoyed wearing the school team 'kit' and representing it. Pupils were able to represent the academy, to work as a team and to make connections with their peers from other schools/academies.	Continue to participate in local competitive sports events/leagues. Next step is to increase the range of competitive sporting events that pupils participate in and increase the opportunities for younger pupils in the academy. Join the school games partnership programme to enable children to complete in a wider range of sporting events at an increased frequency.