

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 2022.**

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 2022. 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 2019/20	£3,643
Total amount allocated for 2020/21	£22,223
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 18,580
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 18,580

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><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></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p> <p>Please see note above</p>	40.5% (15/ 37 children)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	40.5% (15/ 37 children)
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	40.5% (15/ 37 children) (whole cohort received class based water safety lessons – July 2022)

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

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: 2021/22		Total fund allocated:		Date Updated: June 2022	
<b>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</b>					Percentage of total allocation: 95%
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: £17,735	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1) Maximise engagement and activity levels by all pupils at playtime, lunch time and after school.	a) continue to provide appropriate equipment for each class to use at play time and lunch time  b) purchase new playground equipment and replace broken equipment  c) specialist coaching staff to deliver after school clubs at least once to every class in the school Monday - KS2 Games Wednesday - KS1 PE Friday - KS2 Games  d) PE Classroom Support to deliver after school club and support specialist coaching staff	a) b) Equipment cost of new and replacement equipment £1000  £50 per week x 36 weeks  £10,000 PA	a) Playground zones fully embedded in school life. Had to revise zones for LKS2 as there are 4 classes this year. Zone 4 was quite small so adapted area and incorporated the MUGA to use at the same time as Zone 4. PE Apprentice took small groups into MUGA.  Equipment got mixed up leaving some classes with a wealth of equipment and others with less. PE Team and MT reorganised a couple of times through the year to address issues.  Balls have been in particular demand this year with many	Replace broken boxes and equipment.  Reorder/ restock new boxes and allocate to classes for Sept 2022.  Continue to take feedback from PE Curriculum team and other children about what equipment they like and equipment they might like to try.  Reinforce playground games (not football) that can be played with a group of children that are quick and easy to deliver for part of	

	<p>Lead club Thurs - Y5/6 Games focus on SEND/ inactive chn - Support coaches - Monday KS2 Games/ Wednesday KS1 sporting activities/ Friday KS2 Games</p>	<p>classes in KS2 wanting to play football (esp LKS2).</p> <p>b) MT regularly talks to PE curriculum teams and other staff to learn about which equipment is popular and/ or needs replacing and updating.</p> <p>c) all children from Y1 to Y6 were offered an opportunity to attend an after school PE and Sport club ** = full term * = 5 week coaching block</p> <p><b>Autumn</b> Mon Games** - Y5 x 19 chn Weds Gym * - Y2 x 15 chn Weds Gym * - Y1 x 18 chn Thurs Fun Sports** - Y5/6 x 10 chn Fri Games** - x 13 chn</p> <p><b>Spring</b> Mon Games** - Y6 x 12 chn Weds KS1 FMS * - Y2 x 15 chn Weds Dance * - Y5 x 17 chn Thurs Fun Sports** - Y5/6 x 10 chn Fri Games** -Y3 x 19 chn</p> <p><b>Summer</b> Mon Games** - Y4 x 12chn</p>	<p>lunch or play time to ensure all children actively involved and learn new games. Create/ provide a laminate guide to playground games booklet so can be easily used outside at all times of the year.</p> <p>Continue to offer a range of after school clubs (at least 1 club per class throughout the year) so all children have the opportunity to attend a PE/ sport club. - clubs to include all abilities incl those children who are 'less active'.</p> <p>Continue to provide playtime equipment to promote 'active' play to ensure all children complete 30 mins of physical activity during the day.</p>
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<p>2) Maximise engagement of 'less active' and SEND children identified in Year 5 and 6</p>	<p>a) PE Classroom Support to deliver Fun Sporting Club - focus on Y5/6 SEND class</p>	<p>Refer to Key Indicator 1 point 1 d)</p>	<p>Thurs Fun Sports** - Y5/6 x 10 chn          Fri Games** - Y3 x 21 chn</p> <p>d) 10 chn regularly attended Fun Sporting Activities lead by PE apprentice</p> <p>c) and d) attendance was high in all clubs and children often expressed how much they enjoyed their time.</p> <p>Throughout the year club has had very regular attendance from all chn. Children were able to access a wide range of sports including games / team activities/ gymnastics/ outdoor sporting activities</p>	<p>Year 3/ 4/ 5 teachers to identify 'less active' children ready for new club to start in Autumn Term.          PE Leader/ PE Apprentice to find more simple and practical resource cards to support activities eg Energy Games Cards/ Fitness Fun Resources</p> <p>Depending on staff/ hall time availability organise KS1 Fun Sport Club for 'less active' children.</p>
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<p>3) Improve the quality of PE lessons so children are actively engaged for more sustained periods of time.</p>	<p>a) PE lead to provide CPD for new staff members on the Firthmoor Primary PE Scheme of Work.</p> <p>b) PE leads to support teachers with the delivery of PE lessons when needed/ appropriate</p> <p>c) PE specialist coaches to deliver active lessons alongside the teacher (CPD)  Autumn Term - Gymnastics  1hr x 5 weeks - WC/ AW/ NT/ HI  (NT - due to staff absence only received 2 out of 5 weeks CPD)</p> <p>Spring Term - KS1 FMS  1hr x 5 weeks - WC/ VM</p> <p>Spring Term - Dance  1hr x 5 weeks - SB</p> <p>Summer Term - Yoga  1hr x 5 weeks - MT/ TH  (changed as Yoga not longer able to be delivered by provider so instead had Gymnastics with focus on strength and conditioning)</p> <p>d) PE specialist coaches to deliver lessons on two afternoons per</p>	<p>Go Well SLA@  £4935</p>	<p>a) All class teachers regularly deliver PE lessons Rec to Y6.</p> <p>Staff have continued to comment on how plans are easy to follow and have begun to add in own appropriate adaptations eg alternative warm ups due to increase in confidence</p> <p>Y4 and Y6 teachers not completed OAA unit as need more support in delivery. Resources need to be clearer and stored so more accessible.</p> <p>When asked children can talk about all the activities they have learnt about in PE and also comment of how they enjoyed the special PE days that have been included throughout the year (Quidditch/ Ready, Steady Glow/ Archery/ Skipping Day)</p> <p>PE lead has supported individual teachers when needs arise in how to deliver specific lessons and suggested strategies to use when children not understanding tasks.</p> <p>OFSTED December 2021 quote  <i>...in PE, there is a well-planned curriculum where teaching builds on</i></p>	<p>Continue to monitor and update staff on curriculum changes.</p> <p>Provide OAA for Y4 and Y6 teacher in delivery of AA lessons and organise resources more efficiently for easy access and delivery.</p> <p>ECT to have further PE training in Games/ TAG to increase confidence in delivery.</p> <p>Continue to use specialist coaches to provide CPD and lessons to widen children's experience and ensure they participate in at least 30 active minutes a day to as many classes as possible. To continue to provide opportunities for non-PE specialist to observe coaches and develop their skills and knowledge.</p> <p>PE Leader to look at gaps in CPD and which teachers need extra support.</p>
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<p>4) Regular participation in RED MILE</p>	<p>week Monday - Y56AW / Y3SB Friday - Y4NT/ Y4MT (Aut/ Spr) / Y3HI (Sum)</p> <p>e) Intensive Swimming Lessons / Top Up Lessons Y6 - Autumn x 2 weeks/ Summer x 2 weeks Y5 - Spring x 3 weeks</p> <p>a) Provide time table when class can access RED MILE</p>		<p><i>what pupils already know and can do. Pupils enjoy their learning in this subject, particularly in sports such as archery, judo and golf.</i></p> <p>Classes regularly access RED MILE at least twice a week with some classes providing opportunity at least 3 times per week. Since COVID 19 staff have noticed a general drop in stamina with many children choosing to walk rather than being able to jog/ run the time they spend on the mile.</p>	<p>Ensure RED MILE is timetable at least 3 times a week (2 in class time and 1 within break time). Encourage children to run rather than walk - mini challenges (WRW or RWR activities/ 1km whole class challenges/ regular whole class running activities to improve stamina).</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.5%
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: £100	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1) Celebrate school sporting successes and participation both within the school and community activities.	<p>a) Staff/ pupils to write reports about sporting events and publish them on the school website/ the PE notice board/ on outside school notice board/ within termly school newsletter/ as blogs on the School Games website.</p> <p>b) PE Leader/ HT/ Chair of Governors to contact press when and where appropriate</p> <p>c) PE Leader to update governors regularly</p>	<p>£100</p> <p>Refer to Key Indicator 1 point 1 d)</p>	<p>OFSTED - December 2021 - Subject Deep Dive PE Leader shared SoW/ progression of PE/ Successes/ evidence of participation/ areas for development</p> <p>Every two weeks in each class from Y1 to Y6 a child is chosen to receive a School Games Values certificate. Children much more aware of values and how they can be seen both in sporting and non-sporting events/ activities.</p> <p>PE events are regularly posted on the school website and in the half-termly newsletters.</p> <p>PE leader updates the governors regularly and reports to PE governor about how School Sport Fund is spent and how PE is developed over the year.</p>	<p>Continue to promote sporting events across a range of places eg newsletter/ reports/ website. Look into promoting school on School Games webpage in form of blogs.</p> <p>Continue to update governors (PE governor in particular) - twice a year (Jan/ July).</p>

<p>2) Add new members to the PE Curriculum Team and develop their role</p> <p>3) Embed School Games Values ideals into PE and wider curriculum.</p>	<p>a) PE Leader to add members of the PE team due to children who have left - ensure 1 representative from each year groups in the team (Y2 to Y6)</p> <p>b) PE Curriculum team to have regular meetings to evaluate and plan sporting activities across the school.</p> <p>a) Deliver an assembly on the current School Games value each half term (link to PE and wider curriculum)</p>		<p>a) Quote from OFSTED December 2021  <i>Pupils take on leadership roles in the school. 'Young curriculum leaders' support the development of subjects. One young physical education (PE) leader said that he feels his role is to support other children and encourage them to do sport.</i></p>	<p>Replace leaving Y6 curriculum team members with new Y2 member.</p> <p>Continue to meet regularly with PE Team to discuss what they enjoy. would like to improve/ event planning.</p> <p>Continue to promote School Games Values each half term and link more obviously with British Values (PSHE).</p>
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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:0 (included in KI1)0	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1) Update and increase subject knowledge of staff in order to deliver high quality PE lessons	<p>a) provide teachers with PE curriculum link to their year group incl medium term plans/ individual lesson plans and assessments</p> <p>b) provide CPD for gymnastics/ dance/ yoga for identifies members of staff</p> <p>c) PE leader to attend half termly meetings with the SGO for Darlington.</p> <p>d) PE Classroom Support to attend meetings (online/ in person) and complete set research tasks as part of apprenticeship qualification.</p> <p>e) update staff on any developments on PR or CPD opportunities</p> <p>f) provide staff opportunities to</p>	Refer to Key Indicator 1 point 1 d)	<p>PE regularly taught at least once a week. Staff seem happy with step by step approach of lessons. Y4 and Y6 teacher did inquire about support for teaching OAA and how resources can be best used.</p> <p>Children can talk about what they have learnt therefore quality lesson are being taught.</p> <p>NQT requested CPD on teaching TAG rugby/ invasion games to increase quality of lessons delivered next year.</p>	<p>Evaluate CPD needs and address any areas for development with specialist coach CPD to support staff.</p> <p>Monitor delivery of PE lessons to ensure quality of delivery maintained - school sport fund to provide funding to release PE leader.</p> <p>Continue to provide in lesson support for those staff who feel them require more support when delivering the lesson.</p> <p>Deliver training on large gymnastic apparatus (Autumn 2022).</p>

	observe/ work alongside specialist PE coaches			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:0 (included in KI1)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>1) Provide opportunities for children to engage in a wide range of sporting activities.</p> <p>2) Provide opportunities to experience new sporting activities.</p>	<p>a) organise specialist coaches to deliver whole school events</p> <ul style="list-style-type: none"> <li>- archery</li> <li>- Ready Steady Glow</li> <li>- Judo</li> <li>- Quidditch (all classes Y1 to Y6)</li> <li>- Skipping day</li> </ul> <p>b) specialist coaches to deliver 'After School Pe Games clubs - 2 per week</p> <p>d) PE apprentice to deliver a Sporting Fun club focusing on SEND and 'less active' children</p> <p>d) to promote sporting activities in the community</p> <ul style="list-style-type: none"> <li>- Maidendale holiday clubs</li> <li>- half term clubs at local rugby club</li> </ul>	<p>Included on 'Go Well' SLA</p> <p>Refer to Key Indicator 1</p> <p>Refer to key indicator 1</p>	<p>Positive comments from staff and children especially the skipping and Quidditch days. Unfortunately, not all class/ year groups could take part due to limited number of spaces. Evidence of days on school website and reported in school news letter.</p> <p>Go Noodle/ yoga activities delivered in EYFS.</p>	<p>Continue to offer successful and different taster days - try to book activities so all chn can engage.</p> <p>In Year 3 and 4 begin to select children to attend the Sporting Fun club next year.</p> <p>Continue to promote activities from local providers - community centre/ sporting clubs</p> <p>Organise opportunity again for after school club for all years groups throughout the year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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: £745	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase competitive sporting opportunities for all children in school and within the town.	<p>a) attend at least 6 inter competitions (L2 events within Darlington)</p> <p>b) Organise intra sporting activities across the school year</p> <p>c) collate list of children (KS2) who compete in festivals/ competitions to ensure all chn have opportunity</p> <p>d) PE Leader/ PE Apprentice/ PE Curriculum Team/ specialist coaches to deliver a School Games Fun Day (had to cancel due to extreme heatwave)</p>	£745	<p>a) Attended 11 inter competitions - involving year groups across the whole school.</p> <ul style="list-style-type: none"> <li>▪ Primary Cross Country &amp; Fun Run</li> <li>▪ Primary TAG Rugby Cluster 4</li> <li>▪ Y3/4 Rugby Festival 2</li> <li>▪ Sportshall Athletics Cluster 3</li> <li>▪ Primary Sportshall Athletics Finals</li> <li>▪ Tees Valley Let's Dance</li> <li>▪ Year 3&amp;4 Sportshall Athletics 2</li> <li>▪ Tri-Golf Festival 2</li> <li>▪ Quadkids Primary 2</li> <li>▪ EYFS Balance and Agility Festival 1</li> <li>▪ Commonwealth Community Games and Transition Festival</li> </ul> <p>b) 2 official intra competitions held over the year (cross country events)</p> <p>c) KS2 Year groups included in sporting events and festivals Y6 - Cross country/ TAG Rugby/ Sportshall Athletics Y5 - Cross Country/ Quadkids/</p>	<p>Continue to work with Darlington SSP to engage with and take part in inter-competitions focused on KS2. Also to look at widening sporting festival experience to EYFS/ KS1 if opportunities available.</p> <p>Continue to participate in a variety of inter-competitions - both competitive for sporty children and non-competitive to encourage those who do not take part in sport activities regularly.</p> <p>Organise competitive and non-competitive sports afternoons for LKS2/ UKS2/ KS1 next summer.</p> <p>Continue to track classes children involved in sporting activities so all children have</p>



		<p>Tees Valley Dance/ / Sportshall Athletics</p> <p>Y4 - Cross Country/ TAG Rugby/ Tees Valley Dance/ Tri-Golf/ Sportshall Athletics</p> <p>Y3 - Community Games/ Cross Country</p> <p>d) planned event for 18<sup>th</sup> July - had to cancel due to extreme heatwave</p>	<p>the opportunity to experience sporting activities outside of the school/ compete against other classes within the school.</p>
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Signed off by	
Head Teacher:	<i>A. Dixon</i>
Date:	21/07/22
Subject Leader:	<i>Melanie</i>
Date:	19/7/22