

Academic Year: September 2022 to March 2023	Total fund carried over: £ 0	Date Updated: 2022	
• To provide a varied and improved dance curriculum • To provide opportunity for participation to all. • Encouraging least active pupils to participate in physical activity. • To continue work with JRSO to encourage physical activity to and from school. • To provide a broad range of extracurricular activities. E.g. Play therapy. • To better deliver high quality lessons across the subject and track the data collected.			Total Carry Over Funding: £ 0
Intent	Implementation	Impact	

Pupils will be engaged in a varied dance curriculum.	Coaches come in to deliver a varied dance curriculum with staff able to observe and participate.	£85 per session with 2 sessions per week over 2 terms.	360 pupils have participated in high quality and engaging lessons over a 6 week period. Each year group is given a half term with each coach.	This links to engaging pupils and in being active, after school dance sessions provide additional opportunity for pupils to be active.
Encouraging least active pupils to participate in physical activity.	Staff to give out an activity survey and provide information on healthy life styles. Based on response from pupils and activities club will be setup for least active pupils to be invited to. Also a punch bag has been bought and setup, along with the A-frame and supporting weights and gloves to allow least active pupils, or pupils who are in a state of emotional distress to vent the energy or anger in a safe environment.	£ TBC (clubs include tennis, karate, cheer and street dance)	Pupils will be given the opportunity to be more active and given opportunities to develop healthier life choices.	By identifying the least active pupils and giving them opportunities to become more active, they could develop better life style habits.
To work with JRSO to encourage physical activity to and from school.	JRSO work with the Walk to School initiative, giving WOW badges to pupils who walk to school at least once a week. Themed days of Bike/Scoot to school days.	£ 126	Pupils will be commuting to and from school in a healthier manner that will allow them to be active.	Encouraging active links in how pupils travel to and from school.
To provide a broad range of extracurricular	School provides some pupils play therapy to help with their mental	£ 11,000	Pupils will be offered opportunities to partake in	Clubs that encourage physical activity and healthy exercise

activities. E.g. Play therapy. - To introduce the PE passport to school, adapting the school-wide planning and provision of PE. - Replacement equipment, including, but not limited to: tennis balls, rugby balls, footballs hoops, javelins, beanbags, etc... - Spare PE kit for pupils to provide opportunities for participation.	wellbeing. Other clubs, such as karate, dance or tennis offer the opportunity for pupils to be active in a before or after school setting. Other pupils are often given mental wellbeing activities such as yoga, meditation or tranquil colouring. The APP has been purchased and installed on staff ipads, which will allow staff to read from plans, demonstrate skills and evidence objectives, as well as track school wide data. New equipment has been ordered as staff notify KL when there is a shortage. Kit is sorted and labelled for each year group, with a sign in, sign out system that was trialed in Y5 last year. Pupils will be given access to the spare kit when they are lacking their own. Both summer and winter items as well as a range of sizes provided.	£ 862.80 Approx. £ 900 Approx. £400	activities that will help them cope with their physical and mental wellbeing through a range of clubs and activities. Staff will feel more confident to deliver a range of different sporting lessons, with access to a skill library to brush up on any lacking subject knowledge.	are promoted and link to the concepts of physical and mental wellbeing. Once per half term, these should all be washed and returned to year groups, this is for basic hygiene and also for pupil encouragement.
---	---	--	---	---

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.	74.41%
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 2020.	74.71%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	72.41%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: 20/5/24	
Key indicator 1: The engagement of all 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:
					%
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:	
Active Schools – walk, cycle or scoot to school.	Boosting pupils exercise through their daily commute. Links to learning about sustainability and green energies.		Pupils understand the benefits of exercise and can hold limited discussions about how walking is cheaper and better for the environment.	N/A	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:	
PE Passport is continuing to be used across the school.	Planning and implementation of high standard PE lessons and data tracking.	£862.80	Staff have a better understanding of tracking data, how to assess pupils in PE and how to implement the skills being taught. This leads to better lessons and subject knowledge for pupils.	Further training for staff to better utilise the data tracking, as well as using the resource library.	

Encouraging pupils to participate in exercise.	Spare kit is provided, activities and after school clubs are available. A broad and varied curriculum is provided in school. Wellbeing (HL) has implemented daily mile activities. Afternoon breaks or extra fitness sessions are encouraged.		Pupil's general fitness increases. Pupil enthusiasm and participation is increased. Aims to help combat rising child obesity levels.	
--	---	--	---	--

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:
As above – PE Passport.				
At the request of staff, KL to look in to some whole school staff training to better provide subject knowledge for teachers.	Whole staff training for cricket was run with Ben Pocknell from Chance to Shine and Hampshire cricket.		Staff are more confident in delivering PE, as they were mentored in delivering lessons.	Planning has been downloaded from the Chance to Shine portal, staff were all provided logins. Planning is also on the system.
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: Sports day – not just focused on athletics, but a range of sports and activities that develop key skills and team building. SJS enters a variety of competitions for various sports and offers clubs to help pupils develop in these sports. Intergr8 dance company coaches	A range of activities are provided for pupils and an element of healthy competition and securing personal bests. Pupils are given opportunities to join clubs or teams and then compete against other schools. This includes tag rugby (mixed) boys		These opportunities promote the	

come in to school and deliver high quality lessons, as well as run an after school cheerleading club. They participate in competitions outside of school and often use pupils from the school as a 'Squad'. Sports for Champions – athlete talk and sponsored exercise.	and girls football, and basketball.	sporting values as well as a sense of school pride. This was the first time pupils had taken part in a sponsored event, and they have felt a sense of achievement and were given opportunities to meet world class athlete.	We will attempt provide these opportunities at least once a year, whilst fund raising for the school.
---	--	---	--

Key indicator 5: Increased participation 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:
Clubs and competitions that are joined through the North Eastleigh and Winchester cluster. Often hosted by the team at Kings.				

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	K.Lock
Date:	
Governor:	
Date:	