

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 to make additional sustainable improvements the and Physical Education, School Sport and Physical Activity (PESSPA) the quality of 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 for the revised DfE guidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend. DfEencouragesschools 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. The funding should be spent by 31st July but the DfE has stated that there will be no clawback of any unspent money so this can be carried forward into 2023/24.

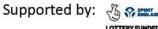
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.

Created by:















Details with regard to funding

Total amount carried over from 2021/22	£17390
Total amount allocated for 2021/22	£17390
How much (if any) do you intend to carry over from this total fund into 2022/23?	£17390
Total amount allocated for 2022/23	£17,000
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£33149 (£1241 CF)

Swimming Data – Not Applicable

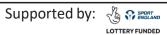
Meeting national curriculum requirements for swimming and water safety.	N/A
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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 2023. Please see note above	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A















Pinewood Infant school - 2022-23

Context:

At Pinewood, we know that physical education is an essential part of a child's educational development. We aim to develop a balanced program offering a variety of activities to enhance skills in physical education. Positive participation in physical education will enable children to build self-esteem, teamwork and positive attitudes in P.E. We have been using a wider variety of clubs to broaden children's experiences. The key skills and knowledge has been developed from F1 upwards so that progression in the curriculum can be seen and easily planned for.

We aim to:

- Develop a love of physical activity and recognise that exercise is enjoyable
- Develop physical competence and confidence by developing fine and gross motor skills
- Understand what happens to your body during exercise and promote a healthy lifestyle
- Promote a positive mental attitude to support well-being of all children
- To build self-esteem through growing physical competence and to describe own achievements and that of others.

Links to SIP 2022-23

- 1. To improve whole school attendance rates and decrease persistent absenteeism
- 2. To revisit whole school approaches to helping our children know and remember more including the growth of a whole school consistent approach of retrieval practice
- 3. To further develop a culture of aspiration within the whole school community
- 4. To meet the needs of an increasing amount of children in school with very complex SEND needs

Key Achievements to Date

Higher involvement of children in adult led, structured sporting activities each play and lunch time Greater number of children involved in after school (and before school) sporting activities and clubs with a broader remit

Monitoring of sports and physical education lessons with clear teacher-coaching to promote standards and share expertise

When speaking to the children they express their enjoyment and excitement over P.E.

Good communication between ourselves and Next level sport

New assessment system in place

Areas for further improvement and baseline evidence of need

- Opportunities for staff professional development and fitness
- Further develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers
- Continue to increase the breadth of competitive sporting opportunities offered to children
- Further widen the range of sporting activities on offer to the pupils
- Pupil fitness and general stamina, and culture of sporting motivation
- Promote child wellbeing through exercise
- Clubs are a priority to give children a taste of different sports













Action Plan and Budget Tracking

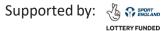
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:	31/07/2023]
and the contract of the contract of the state of the stat		Percentage of total allocation: 70%		
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:
For children to increase levels of physical activity and fitness by taking part in various physical activities.	Provide opportunities from expert PE specialists to encourage to inspire and motivate the children to participate in a variety of physical activities: Intervention groups, active playgrounds, healthy lifestyle. Football/games once a week across Year 1 and Year 2. After school clubs - football, multi sports, multi skills, dodgeball, tennis and skipping. Continue to liaise / work with families whose children have not attended an afterschool activity. Create register to ensure all children have had the opportunity to attend after	PE Specialist £9084	Children receive high quality PE lessons from a qualified coach impacting on attainment at the end of KS1. Sessions were all observed to be good/outstanding standard and all children regularly engaged in physical activity in school. All sessions were fully accessible by children with SEN need. Children's confidence grew considerably from beginning and learning about a new sport moving to gaining knowledge, skills and experience of how a sport is played, the rules and recognizing the need of taking part.	To continue focusing on original implementation targets. School is satisfied that these are being successfully delivered, opportunity here for us to now evolve and build on strong foundations that have been put in place this academic year. Continue to look into new equipment that can be used on the playground during break and lunch time maintaining effective and successful structured play. Identify additional clubs that will involve children from F2 more to promote a more













school clubs and monitor this on a termly basis.

- Wake up shake up / go noodle / iust dance / voga to continue in all classrooms every morning
- Sports coaches targeting children throughout their lunchtime play.

Make playground more active by investing in the following:

- New footballs, tennis rackets & balls, skipping ropes, cup & ball catchers, hula hoops, bean bags,
- Scooters
- Football area
- Dancing area
- Split playground into zones to enable structured and a variety of play across multiple areas at one time.

Continue to train Midday staff to create different games/activities for the children. Upskill staff to ensure that high proportion of SEND children to also be able to take part in games/ activities.

members of staff with a view to implementing this initially with targeted groups of children.

Provide forest school training for two Train two TAs and consider how at the school grounds can be utilised and developed for this.

> Implement forest school with targeted groups of children.

School actively targeted families who did not participate within afterschool sports clubs. Leading to an incredibly high uptake from Consider new staff who may the majority of PP/FSM pupils too. Please see the final page for throughout the school year. school club breakdown and participation.

Children actively took part in morning wake up shake up Equipment Cost sessions through a variety of short sessions – this remains to be an integral part of our school timetable.

Investment made across multiple staff to capatilse on this areas of the playground centered creating opportunities for extra around replacement of equipment. Each year group had equipment ordered in specific colors that belonged to their year training on child obesity and group. E.g. Red – Y1. School hosted an assembly to explain to lifestyles. Continue to look into children how this would work and generate excitement of new equipment. Children also learnt to respect their appropriate coloured equipment leading to it being used correctly – children School Training | feel responsible to look after their designated equipment.

> School Business Manager actively lead a playground games campaign with midday staff to

balanced uptake across the school.

ioin the Midday team Ensure that they are upskilled and supported in promoting and managing positive behaviours and structured play at lunch time.

Forest school now poses a huge opportunity for new learning and participation involving the outdoor world. Newly trained curriculum group work.

PE Lead to enquire about how to promote healthy interventions and programmes that we could participate in.

As school TA roles have now moved on school to revisit playground training to maintain an effective and immersive learning environment.

£1600 Forest

New

£500













	Eull rapiacomant and ungrada at	Castle Project cost: £12,340 Total: £23524	ensure variety of play is maintained during lunchtime hours. Providing more structure and positively supporting playground behavior. Games ranged from parachute games to duck duck goose. Midday staff to continue promoting this on a rota basis. Forest School training was completed by two TA's. Forest schools sessions held for some children post training. Castle area was removed and replaced with more actively challenging equipment. This area serves as a separate space to the main playground and can be used	
Key indicator 2: The profile of PESSPA	L heing raised across the school as a to	l ool for whole sch	as whole class reward areas too.	Percentage of total allocation:
Rey mareator 2. The prome of 1 23317	t being raised deross the sensor as a to	sorror whole ser	ioor improvement	2%
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 continue to raise aspirations of all pupils to achieve excellence including those from different ethnic backgrounds and those with SEND.	 Get equipment to support children with additional needs etc School assembly on Para sports 	£350 for motivational speaker. £400 on equipment.	others with disabilities can still access sport and gain health benefits and enjoyment from it.	2023-24 we will be extending the hours of our sports coach to cater for small additional group interventions to cater for the needs of our children with high level send.













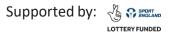
Taking part in different para sports within school	Total £750	charity visited school to host an assembly around disability. Part of this assembly covered how people with disabilities take part in multiple sports across the world.	children access a PE club. However, we have offered a huge variety of clubs this year.
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Key indicator 3: Increased confidence,	knowledge and skills of all staff in to	eaching PE and sp	port	Percentage of total allocation:
				3%
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 lessons ensuring the children understand their attributes of their body and movement that links to a healthy lifestyle (mental and physical)	Working alongside specialist PE teacher and PE lead. Observations Learning Walk Team Teaching Modelling lessons P.E planning available before the session for teachers and sports coaches.	Subject Leader Release time £1024	The PE curriculum is strong and clearly planned for across school. Lessons are planned to meet all knowledge progression steps and observations undertaken show lessons are delivered to a high standard. Our sports coaches are strong and as a result our teaching staff have	2023-24 will see a new PE lead in school along with 2 new sports coaches. Change can be good as it will give us a new se of eyes on our provision. We aim to keep the existing mode we have of PE coaches delivering sessions, teachers observing and learning from them and then delivering
	Notes to be written about each session to allow any children to be		increased in confidence in teaching and assessing PE. The PE Lead has worked closely with	lessons where the PE coach gives informal feedback. The reality is though that the













supported throughout the week or to challenge children further.

P.E Planning monitored to ensure the best lessons for the children.

P.E lead to attend P.E conference

P F lead to attend fine motor training for EYFS and lead in linterventions.

sports coaches to ensure the vearly plan meets the needs of our are best placed to deliver children and coverage according to the NC and our KPOs.

Monitoring of planning by our PE lead and the head coach at Next level means our children have clear instruction, appropriate activities and have made good progress throughout the year. As a equipment and variety and result most children are at ARE in PE in Y1 and all in Y2.

coaches are so strong that they sessions for the children as a music specialist is the best placed to deliver music! We have learnt so much however. Next steps will be the new PE lead learning school systems, observing, monitoring, ensuring we have the right planning an intervention programme in tandem with the SEND lead to target certain children.

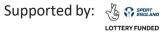
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Number:	Cohort	Boys	Girls	FSM	NFSM	PP
Year 1 emerging (WTS)	2/49 4%	2/22 9%	0/27 0%	2/11 18%	0/38 0%	2/15 13%
Year 1 expected (ARE)	40/49 82%	15/22 68%	25/27 93%	9/11 82%	31/38 85%	13/15 87%
Year 1 exceeding (GDS)	7/49 14%	5/22 23%	2/27 7%	0/11 0%	7/38 15%	0/15 0%
Y1 ARE/+	47/49 96%	20/2 2 91%	27/27 100%	9/11 82%	38/38 100%	13/15 87%
Year 2 emerging (WTS)	0/52 0%	0/19 0%	0/33 0%	0/13 0%	0/39 0%	0/14 0%
Year 2 expected (ARE)	48/52 92%	17/19 89%	31/33 94%	12/13 92%	36/39 92%	13/14 93%
Year 2exceeding (GDS)	4/52 8%	2/19 11%	2/33 6%	1/13 8%	3/39 8%	1/14 7%
Y2 ARE/+	52/52 100%	19/19 100%	33/33 100%	13/13 100%	39/39 100%	14/14 100%

The fine motor training attended gave our EYFS team increased ideas and as a result has led to a good understanding of supporting our children with interventions













			such as funky fingers. This will continue throughout year 1 with targeted children.	
Key indicator 4: Broader experience of	ra range of sports and activities offe	red to all publis		Percentage of total allocation: 20%
1.1	Lucia de la constante de			20%
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:	Organise a variety of clubs which			We are very happy with the
To broaden the activities offered at school	 include: Football Multi sports (gymnastics, dance, yoga, games) Multiskills Martial arts Cricket Athletics Archery Tennis Skipping Lunch time clubs Sports day Sponsored walk 	f1623 Becky (Aerobics) @ 39 weeks: £1560 Next Level ASC @ 39 weeks:£1338 Internal Clubs:	incredibly large variety of sports to participate in and learn about leading to children being able to build more confidence across multiple unique sports. Participation was monitored and children with low or minimal participation were targeted to help increase individual attainment levels.	will continue it in 2023-24 with













	Balance bikes		school club breakdown and	developed promoting more
	Forest School	Total £6521	participation.	responsibility and an active
Sport captains				part in creating games and
	Children to become sports			monitoring equipment around
	captains. Two children from each			school. This role was
	KS1 to become sports captains.			established during the school
	This will encourage the children to			year however we have
	take a lead on creating games			identified much more
	within the playground, monitoring			opportunity, potential and
	equipment, talk to the other			future growth within this role
	children on how to improve P.E for			for children.
	everyone.			

Key indicator 5: Increased participation	on 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To encourage children participate and enjoy a variety of competitive sports.	other local infant schools. Whole School Sports – a variety of activities for all to participate and achieve. Intra sports & comp. Where	Football Competition: £150 Local Area Gedling Games	lead 18 children (Girls & Boys) in a local football competition involving 8 local Infant Schools. As a result school has now registered itself into annual games	TAs are now to create a football club within school — including regular football practice in school and to be involved in local area













PE Specialist to continue to deliver competitions – cricket, football. skipping, etc.

Using the world cup 2022 encourage the children to take part in the build-up. Everyone to support England and another country (this can be linked to their topic). All classes to track the games in the world cup. England songs to be played for the children to learn.

Penalty shoot-out between classes.

Throughout lessons encourage healthy competition.

School hosted its annual Sports day, involving all year groups F1 – Y2. School operated multiple competitive races open to all children of any ability. Celebrating and to embrace / participate in healthy competition and contribution of all individuals. Staff & parents also took part in competitive races, promoting healthy sportsmanship to pupils.

World cup event held in school alongside PE sport provider. Classes were split up to represent multiple countries from across the world. Children had an opportunity to learn about each country, including making their own flags. Event involved mini football matches and football training sessions within school. The day ended with an assembly celebrating the day overall.

sporting profile across the local authority by participating in the Local Area Gedling Games. This will allow children the lopportunity to learn a new skill positive competitive sports.

f1320

School Clubs Breakdown & Participation

Autumn Term School Lead & Provider Lead Clubs (Sport focussed):

Year 1 Martial Arts (15 students)

Year 1 Gymnastics (15 students)

Year 2 Football (15 students)

Year 2 Martial Arts (15 students)

Year 2 Gymnastics (15 students)

Year 1 Football (15 students)

Spring Term School Lead & Provider Lead Clubs (Sport focussed):

Year 1 Aerobics (15 students)

Year 1 Multi Sports (15 students)

Year 2 Multi Skills (15 students)

Year 2 Aerobics (15 students)

Year 2 Multi Sports (15 students)

Year 1 Multi Skills (15 students)

Summer Term School Lead & Provider Lead Clubs (Sport & outdoor focussed):

Year 2 Tennis (15 students)

Year 1 Dodgeball (15 students)

Year 2 Dodgeball (15 students)

Year 1 Tennis (15 students)

Y1&2 Fun Yoga (15 students)

Forest School (15 students)















Multisports (15 students)		
Year 1&2 Breakdown:		
27/31 PP Children Attended – 87% (remaining chi	ldren were late arrivals in the summer term)	
66/72 Non PP Children Attended – 92%		
Total Y1 + Y2 – 90%		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	











