

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 Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£18730
How much (if any) do you intend to carry over from this total fund into 2024/25	0
Total amount allocated for 2024/25	tbc
Total amount of funding for 2024/25. Ideally should be spent and reported on by 31st July 2025.	

Swimming Data

Please report on your Swimming Data below.

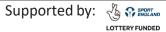
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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 children may swim in another year please report on their attainment on leaving primary school.	72.3% (32/47)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63.8% (30/47)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	44.6% (21/47)
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















Action Plan and Budget Tracking

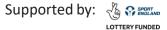
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24	Total fund allocated:	otal fund allocated: Date Updated:]
Key indicator 1: The engagement of primary school pupils undertake at least				
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 each pupil to have opportunities for physical activity through a combination of playtimes, taught PE lessons, sports clubs and the Theale Mile.	activity during break times, including access to the new climbing frame. Each year group receives 2 hours of PE lessons a fortnight. In addition to this each pupil from FS2-Year 6 will have a dance lesson for 40 minutes each week. The children	Specialist Dance Teacher £7068 Sports coaches who work alongside school teaching staff £6400	Pupils are able to link the importance of regular physical activity, the increase in strength and heartrate, with a healthy lifestyle. Children learn about healthy lifestyles in both PE and life skills and this is shared with grownups at home Parents have given very positive feedback about this aspect of our curriculum. Our sports clubs have received high uptake this year.	More specific activities available at break and lunchtimes, led by Year 6 leaders and lunchtime careers. Continue the implementation of the Theale mile. Continue to offer a wider range of sports clubs to encourage all children to be active. Respond to feedback to offer a wider range of clubs.













Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	nool improvement	
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: The PE lessons are planned to ensure	Make sure your actions to achieve are linked to your intentions: PE is taught in a rotation model	Funding allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Skills and knowledge in PE.	Sustainability and suggested next steps: Rotation model will still be in
The PE lessons are planned to ensure that each child can develop their skills at an individual level, always striving to achieve the best possible level of knowledge and skill. The specific areas are detailed in the PE long term plan and termly knowledge organisers. FS/Year 1 teaching will develop a range of basic skills across the PE curriculum. Year 2-6 will build on knowledge and skills enabling pupils to work individually and as part of a team to compete in intra and inter school competitions. The PE curriculum at Theale is designed to maximize opportunity for all children to compete within school and at a local level.	or three different areas of the PE curriculum in one afternoon in 40-50 minute sessions. This enables the pupils to evaluate and build on their learning throughout the sessions. It also develops transferrable skills which are vital in developing a rounded and balanced sports individual. This model also enables different pupils to be used as 'ambassadors' and leaders to demonstrate skills and knowledge. It also avoids children being reluctant to take part as they are exposed to a variety of different areas and can	alternative provision for SEND £850 Horse Riding PPG funding used	across the school have developed and we have more pupils who are confident in leading elements of a lesson where skills are being developed. There is huge enthusiasm and	pupils transferable skills. Celebration assemblies, website and Sport Ambassador display boards to continue to be used to raise the profile of PESSPA. Engagement of staff in sports events and competitions to enable us to attend more events and offer more opportunities to our children.













	all skills not just our more able.	
	Attending sporting events such	
	as, the alternative Olympics and	
	archery has improved the	
	confidence of many of our more	
	reluctant sports men and women	

	PE and sport	ledge and skills of all staff in t	Key indicator 3: Increased confidence,
Impact		Implementation	Intent
of impact: what do Sustainability and suggested with know and what next steps: next steps:	ed: pu	e sure your actions to eve are linked to your tions:	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:
More opportunities for a wice range of staff to lead individuals and sports away This is evident in wider ff volunteering to ort sporting clubs More opportunities for a wice range of staff to lead individuals sports events. (Trip leader training for all)	leve all a clea in the process of th	Teachers will be supported PE lead teacher/s (specialist ers). They are given tunities to partner the PE leader to build experience in clubs empetitions. Alist teachers are used for ng dance and swimming.	to ensure high quality teaching, consistency of planning and development of all pupil's skills and knowledge.
ol		ge of sports and activities offe	Key indicator 4: Broader experience of













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: All pupils will have access to a range of sports clubs and opportunities to develop their individual skills and talents, this will include G and T groups. Often, particular pupils are given specific additional opportunities, for example: PPG children were invited to a golf event. We continue to focus on developing girls participation in all sports with a particular drive in Tag Rugby and Football including inter school matches and tournaments.	Clubs are run by school staff, parent volunteers and First For Sports Coaches. This is supported by our membership of the West Berkshire Sports Network, which gives access to a huge range of different sporting activities throughout the year. Lunchtime and after school clubs throughout the year will include; Football, tag rugby, cross country, athletics ,netball, multiskills, rounders, cricket, gymnastics, Zumba, skipping, ballet and street dance,	Subscriptions and Events: £2860	take part in clubs due to more school staff and parent volunteers than we have previously had. This has enabled a wider range of pupils to develop their skills and increase their physical activity. This has had a particular impact on PPG pupils from year 2-6 who we	teacher part time. Continue to ask parents to volunteer for sport clubs to continue to diversify our offering.















Key	/ indicator	5: Increased	participation	in com	petitive sport

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:
Pupils will have opportunities to attend trails for competitive inter school tournaments and matches in football, gymnastics, tag rugby, cross country, athletics and if successful join the squad. Pupils will have opportunities to build skills across other areas in non- selective sports clubs. PPG/SEND children will be given access to new and additional sports opportunities.	Intra school sports events planned, including those linked with fundraising for extra equipment provision. i.e climbing frame funded by whole school fun run. Maximum use will be made of West Berkshire Sports network provision throughout the year. Matches against local schools in netball, football and tag rugby Opportunities provided by Bradfield College for cross country, netball and cricket. Introduction of our new G&T Sports group to run weekly SEND specific trip to Thames Valley Adventure Playground for an alternative sports day.	Subscriptions and Events £2860	schools. Particular success for the Year 5/6 mixed football squad and the Girls Football Squad. Children had great success in cross	gymnastics G and T squads. To encourage more parent volunteers for weekly sports clubs to work alongside teachers so that more pupils can access a range of sports To continue links with Bradfield College.

Signed off by













Head Teacher:	C V Morley
Date:	31.07.24
Subject Leader:	S Lane
Date:	15th July 2024
Governor:	J Houghton
Date:	31.07.24











