

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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](#) 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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£18,190
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,190
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£18,190

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>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</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>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.</p> <p>Please see note above</p>	68%
<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>	68%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	89%
<p>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?</p>	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: 2022/23		Total fund allocated: £18,190		Date Updated: 28/07/23	
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: 31.25%
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?:	
To continue to enrich the school with a wider range of sports and activities that will develop the children's competence and skills in physical activities. This in turn will aid pupils to better their performances and prepare for competitions.	<p>All pupils access 2 hours high quality PE teaching every week.</p> <p>Teaching staff to work alongside Up and Under coaches to develop their own practice in the teaching of PE. Up and Under Sports Mentoring 4 terms a year.</p> <p>S. Porter- PE specialist mentoring 4 terms a year, working alongside teachers.</p>		<p>Up and Under £4731</p> <p>Selina £460</p> <p>Real PE,Real Gym,Real Dance £495.</p>	<p>Pupils continue to be engaged and enthusiastic in PE. They develop skills to a high level as well as their social, personal, cognitive, and creative skills interpersonal skills which are transferable to other subjects and learning.</p> <p>Better physical, technical, tactical and mental understanding of a range of sports.</p> <p>Under the direction of the teacher, coaches help to impart knowledge to teachers, building their confidence in teaching PE.</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 2.52%
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 raise the profile of physical activity throughout the school by mentoring Year 6 pupils to become Real Leaders. This will equip pupils to take on various responsibilities involving keeping activity and leading physical activities during break and lunchtimes. Training following CREATE Development.	Training Sports Leaders in upper KS2 to lead games and activities to groups of children at lunch times. Resource the activities.	Selina £460	Pupils lead physical games for younger pupils in schools. Pupils engage other pupils in new activities. Increased engagement in physical activity – meeting the 30 minutes active during a school day.	Continue to promote the profile of PE, School Sport and Physical Activity by incorporating intra-school competitions and personal challenges for children to compete in. Enroll new children to ambassador scheme.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36%
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 ensure all staff continue to learn and develop their pedagogy. To ensure new staff are supported and coached to a high standard to ensure high quality provision for pupils is maintained.	PE curriculum is broad and balanced ensured quality of provision through mentoring and staff CPD. New staff and ECT to work alongside S. Porter- PE specialist. S. Porter mentoring 4 terms a year, working alongside teachers to deliver Real PE, Real Gym and Real Dance. Teaching staff to work alongside Up and Under coaches to develop their own practice in the teaching	Selina £460 Up and Under £4731	Teachers develop greater confidence in their teaching of game based sports, as training was tailored to their needs, they were able to develop their practice to better their PE lessons for the children in their class.	To liaise with KS1 staff about the KS1 PE curriculum and what we have on offer currently and what areas need improving to ensure all pupils have a broad and balanced curriculum where they develop fundamental movement skills, become increasingly competent and confident in PE. To create an inventory of equipment currently held and purchase any additional

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<p>Real PE professional from Create Development to lead demonstration lessons to teachers who may want a refresher on how to deliver effective PE lessons and to give new teachers an insight into the progression within REAL PE.</p>	<p>of PE. Up and Under Sports Mentoring 4 terms a year, working alongside teachers.</p> <p>PE Lead to liaise with teaching staff to identify key need in the teaching of Real PE, to relay to Create Development professional.</p>	<p>Real PE, Real Gym, Real Dance, Create Development £495</p>	<p>The teaching of Real PE provides ALL children the opportunity to experience a positive relationship to sport and physical activity. Training provided staff with confidence, skills and knowledge on how to develop core physical skills that enable success, pride and enjoyment.</p>	<p>resources to further improve teaching of PE.</p> <p>To continue assisting teaching staff in delivery of Real PE, including assessment.</p> <p>Assess staff confidence in teaching PE and identify further areas for development and arrange CPD opportunities.</p>
<p>To further train staff on how to assess pupils in PE using the Create development cogs.</p>	<p>Teachers to take part in staff meeting training on how to use the assessment cogs developed by Create Development and how to assess children in PE using them.</p>	<p>Real PE support £545</p>	<p>Staff assess pupils in PE using the cogs alongside their partner teachers. This ensures more accurate assessment and offers teachers a chance to provide case studies that may outline things that are going well and things that may need more work in the future.</p>	
<p>PE Lead to keep up-to-date about subject development and to take part in relevant CPD for this purpose.</p>	<p>PE Lead to attend CPD where available and applicable.</p>	<p>Fortius PE Conference including supply £323</p>	<p>PE lead reviewed the current curriculum offer and targeted areas for development.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>43.89%</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</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</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
To focus on year 6 pupils' mental health and wellbeing. To build self-confidence, reduce self-doubt and encourage celebrating uniqueness so that each child feels able to fearlessly follow their own pathway.	Impact Project – Healthy Heroes	Impact Project £1200	Pupils have a better understanding of health related areas such as screen time, mental wellbeing, understanding a balanced diet.	To have further emphasis on mental health in all years by liaising with the family link worker to advocates mental health weeks.
To provide all pupils with opportunities to attend events provided by the Chippenham Sports Partnership.	Staff aware of festivals, events and competitions available to their year group (provided by CSP or other organisations). Staff to take children to the events with neighbouring schools in a range of sports and activities. Children from all year groups taking part in the activities.	Chippenham sports partnership £3970 Transport Costs £1200	Children have a broader experience of sport and in engaging with sport alongside other schools/ children. Due to a range of different formats, children were able to participate in various ways, suitable to their age group and ability. Children shared their enthusiasm in the school newsletters post event. All pupils took part in external events.	Continue to make full use of the Chippenham Sports Partnership in taking groups of children to events. Access events that we didn't enter this year.
To provide pupils with opportunities to participate in a wider range of sports and physical activity. To provide opportunities for SEND and gifted and talented.	Up and Under to provide an invite only club aimed at engaging SEND pupils in sports during lunchtime. Chippenham Sports Partnership to run events aimed at gifted and talented pupils.	Supply £575	Greater number of children with SEND taking part in physical activity and trying new sports eagerly. Gifted and talented children have taken on greater roles and responsibilities in sports to help umpire and officiate sports confidently.	To provide pupils with opportunities to participate in a wider range of sports and physical activity. To provide opportunities for SEND and Gifted and Talented.
PE subject lead release time to organise events and opportunities.	PE lead liaising with companies to plan effective timetable of events with core focus		Children able to take part in a range of activities and sports not previously accessed before.	To continue professional relationship with companies to arrange future events.
To provide a range of exciting sporting and physical activity opportunities for	SPLAT, Chippenham Golf,	£1039(Climbing academy, golf,		

our children during National School Sports Week.	Chippenham Tennis, Skateboarding Academy, The Arc to deliver a range of different workshops/lessons to all children at Monkton Park throughout the week. The key focus was on 60 active minutes for all.	skateboarding academy, SPLATS).	Pupils in all year groups taking part in a broad range of activities – circus skills, golf, tennis, skateboarding and climbing. Activities happening each and every day resulted in a positive buzz about school, centered on getting involved in physical activity. Huge engagement in the 60-second challenge lunch club during this week where children could set their own targets using their own equipment.	To arrange similar events for next academic year, perhaps with a focus on the upcoming Olympics.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 21.82%
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?:
To make effective use of the Chippenham Sports Partnership in competing in regular competitions such as: football, netball and cricket, rugby and hockey.	Staff to take children to the events to compete against neighbouring schools in a range of sports and activities. Main competitive opportunities for children in upper KS2. Transport provided if needed.	£3970	Children have a broader experience of competitive sport and in competition in general. Due to a range of different competitive formats, children were able to compete in various ways, suitable to their age group and ability. Varied success in the competitions and festivals has resulted in positive opinions towards future competition and engagement in competitive opportunities but have also distilled resilience and integrity.	Sustainability and suggested next steps: Continue to make full use of the Chippenham Sports Partnership in taking groups of children to league fixtures and festival events. Aim to enter two teams into each event.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Mary Murphy
Date:	28/07/2023
Governor:	
Date:	