

It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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 <u>gov.uk</u> for the revised DfE guidance including the5keyindicatorsacrosswhichschoolsshoulddemonstrate 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 <u>publish details</u> 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 <u>no clawback</u> 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 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

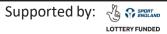
Please report on your Swimming Data below.

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 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	68%
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	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%
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

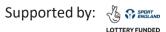
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:£18,190	Date Updated:2	28/07/23]
	<u>all</u> pupils in regular physical activity – C		icers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a do	ay in school		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?:	Sustainability and suggested next steps:
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.	All pupils access 2 hours high quality PE teaching every week. 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. S. Porter- PE specialist mentoring 4 terms a year, working alongside teachers.	Up and Under £4731 Selina £460 Real PE,Real Gym,Real Dance £495.	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. Better physical, technical, tactical and mental understanding of a range of sports. Under the direction of the teacher, coaches help to impart knowledge to teachers, building their confidence in teaching PE.	Continue to improve the quality of PE offered so enjoyment and the quality of learning is enhanced with focus on assessment. To incorporate student voice into the development of the curriculum and clubs.
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ol for whole scho	ool 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:
Year 6 pupils to become Real	Training Sports Leaders in upper KS2 to lead games and activities to groups of children at lunch times. Resource the activities.	Selina £460	younger pupils in schools. Pupils engage other pupils in new activities. Increased engagement in physical activity – meeting the 30	personal challenges for children to compete in.

Key indicator 3: Increased confidence	e, knowledge and skills of all staff in te	eaching PE and sp	port	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:
o ensure all staff continue to learn and develop their pedagogy. To ensure new staff are supported and coached to a high standard to ensure nigh 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	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 who we have on offer currently an 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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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.	teaching of Real PE, to relay to Create Development professional.	Gym, Real Dance, Create		resources to further improve teaching of PE. To continue assisting teaching staff in delivery of Real PE, including assessment. Assess staff confidence in teaching PE and identify further areas for development and arrange CPD opportunities.
To further train staff on how to asses pupils in PE using the Create development cogs.	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.	Real PE support £545	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.	
PE Lead to keep up-to-date about subject development and to take part in relevant CPD for this purpose.	PE Lead to attend CPD where available and applicable.	Fortius PE Conference including supply £323	PE lead reviewed the current curriculum offer and targeted areas for development.	
Key indicator 4: Broader experience of	a range of sports and activities offer	red to all pupils		Percentage of total allocation:
				43.89%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:













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	screen time, mental wellbeing,	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.	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	Chippenham sports partnership £3970 Transport Costs £1200	engaging with sport alongside	
	only club aimed at engaging SEND pupils in sports during lunchtime.		SEND taking part in physical activity and trying new sports eagerly. Gifted and talented children have	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	Supply £575	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	Chippenham Tennis,	skateboarding	Pupils in all year groups taking part	
Sports Week.	Skateboarding Academy, The Arc	academy,	in a broad range of activities –	
	to deliver a range of different	SPLATS).	circus skills, golf, tennis,	
	workshops/lessons to all children at		skateboarding and climbing.	To arrange similar events for
	Monkton Park throughout the		Activities happening each and	next academic year, perhaps
	week. The key focus was on 60		every day resulted in a positive	with a focus on the upcoming
	active minutes for all.		buzz about school, centered on	Olympics.
			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.	

Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
Intent	Implementation		Impact	21.82%
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 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	experience of competitive sport and in competition in general. Due to a range of different competitive formats, children were able to	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:	











