

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



## Details with regard to funding

Please complete the table below.



Total amount carried over from 2021/22	£ 8,594
Total amount allocated for 2021/22	£ 8,594
How much (if any) do you intend to carry over from this total fund into 2022/23?	£8,594
Total amount allocated for 2022/23	£18,406
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18,406

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2022. Please see note above	62%%
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	62% %

<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	62%%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No Children swim weekly T4 and T6 during academic year

## 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.

<b>Academic Year: 2022/23</b>		<b>Total fund allocated: £</b>		<b>Date Updated: July 23</b>	
<b>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</b>					Percentage of total allocation: 51%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
We aim to provide as many opportunities as possible within and outside of the school day for the children to be active.		<p>Wrap around Care – Early morning and after school provide opportunities for physical activity.</p> <p>Additional PE sessions for EY's children.</p> <p>Sports Coaches run high quality activity sessions with children during and after school.</p>		<p>2X coaches 1 hour per day @ £25.00 per coach 1600 per term £9,600</p> <p>Time during Wrap around Care offers a balance of activities and encourages healthy choices.</p> <p>After school and lunchtime activity clubs are well supported and provide opportunities from YR-Y6 as appropriate.</p>	
					Sustainability and suggested next steps:
					Continue with wrap around care high quality lunchtime provision.
					Continue existing after school clubs. Encourage parental involvement and identify those children who are slipping through 30 mins of activity net.
					Support those families who cannot afford After school club attendance
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation: 11%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	

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:
A clear approach to PE supports a consistency and high quality across the school.  Develop expertise across teaching staff and for children in a range of sports  Maintain contacts and develop opportunities with Chippenham schools partnerships and Youth Sports Trust	Continued use of PE passport scheme.  Hiring of coaches for golf, rugby, and dance who have worked with children across KS1 and KS2  Purchase Subscription to Chippenham Sports Partnership (CSP) and to Youth Sports trust	1 year of PE Passport -£361  £30 per hour  £3,500  £225	Opportunities for self-assessment and identification of next steps and personal goals is more widely seen. Children more used to way of working and identifying social and developmental side of PE.  Specialist instruction in chosen sporting areas has led to improved outcomes and led to positive reactions from children who enjoy working with outside coaches when surveyed.  Opportunity to take part in more inter-school sporting competitions as a result of membership to CSP.	Continue to embed scheme with staff training, support and monitoring.  Offer opportunities with these same sports and expand to include others with pupil voice and the sports leaders feeding into the decision making process.  Participation in inter school competitions within and beyond Chippenham Partnership and across federation.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				22%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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: £361	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

A clear PE curriculum supports progression, continuity and high quality provision across the school	Purchase of PE Passport – whole school Scheme of Work Specialist coaches work alongside to deliver high quality PE.  Member of CSP and YSP  Staff training courses allowing sustainability and in-house provision and delivery	£3615	Assessment tool supports Teacher assessment and pupil self-assessment and helps both identify next steps to learning.  Teachers are more equipped to deliver high quality PE in school. Children as a result are responding very positively to lessons (see pupil survey feedback.)	Develop use of PE passport's assessment features to support teaching and learning cycle.  Staff disseminate training with colleagues and build on training to improve teaching
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
16%

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:  To encourage children to participate in a more varied range of after school activities, as well during the school day.	<ul style="list-style-type: none"> <li>Promotion of local sport club activities through direct email and newsletter articles i.e.</li> </ul> Participation of: <ul style="list-style-type: none"> <li>Extra-curricular dance offered for Y 2-6</li> <li>Festive Fun run Y3-6 in collaboration with Chippenham Sports</li> </ul>	As part of CSP	Exact take up not known, though several children are playing for local rugby, football and cricket clubs  Children really enjoyed the festive fun run outing and a small group performed at the Chippenham dance festival.  The pupils know a lot more about	Link to local clubs that perhaps parents might play for to encourage more participation. Explore barriers to wider participation  Continue to identify and provide a wider range of taster activities for afterschool clubs as well as maintaining the key

	<p>Partnership</p> <ul style="list-style-type: none"> <li>• After school fencing, gymnastics and cheerleading clubs for Y1-6</li> <li>• Promoted girls football for Y1-3 with a fun event</li> <li>• KS1 attended a cricket activity morning at the Chippenham sports dome</li> <li>• Celebrated the coronation with a coronation games event for Reception and Year 1</li> <li>• Year 6 attended the Chippenham games.</li> <li>• A group of KS2 children also attended a climbing event</li> </ul> <p>Transport to events</p>	£3044.50	<p>gymnastics, fencing and cheerleading.</p> <p>The feedback from teachers and pupils regarding the football, cricket, coronation games and climbing was extremely positive.</p>	<p>sports of football, netball lacrosse and cricket and core skills and fundamental movement provided by gymnastics.</p> <p>Promote girls football with girls only club.</p> <p>Attend PLT meetings to raise awareness of opportunities.</p>
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				Incorporated within Key Indicator 4
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear what you want the pupils to know 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:

<p>To enable the children to participate in inter school sporting competitions</p> <p>To develop a sense of fair play and respect for opponents.</p>	<p>Children had the opportunity to compete against other schools in: a dance festival, golf, orienteering, netball football and cricket) and engage in intra competition (house cricket and football and sports day)</p>	<p>Transport costs – see indicator 4</p>	<p>Children have built on previous competitive experiences and were demonstrated tactical improvements game on game in several competitions.</p> <p>They shared roles of being captain and were remembering to congratulate the other team at the end of the match.</p>	<p>Take an active part in more sports competitions and organise home fixtures against nearby schools.</p> <p>Identify opportunities to field federation teams for sporting fixtures such as cricket and football.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Karen Winterburn
Date:	15 <sup>th</sup> July 2023
Governor:	
Date:	