

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

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| Total amount of funding for 2022/23 | £17710 |
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Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

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

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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres? | 55% |
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| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 58% |
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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 91% |
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| 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/No |
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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: £17710 | | Date Updated: July 2023 | |
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| 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: 47% |
| 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? | |
| All pupils to receive at least 2 hours taught PE a week. Coaching from external coaches to inspire and motivate pupils and raise enjoyment alongside staff CPD. | <ul style="list-style-type: none"> All pupils access 2 hours high quality PE teaching every week. All pupils access a term of Outdoor Learning / Forest Schools sessions in the year with a Forest Schools trained leader in an appropriate environment. The PE curriculum is broad and balanced | | Create Jasmine Platform and Real PE £695 Forest Schools £300 | All classes have accessed blocks of Forest Schools on school site within our recently developed facilities. There is a continued whole school engagement in PE and development of skills and knowledge. Through REAL PE this is holistic in its approach as includes other skills such as the personal, creative, social and cognitive 'cogs'. | |
| Provide opportunities for children to take part in a variety of physical activities and clubs after school, at no cost to families. | <ul style="list-style-type: none"> Provision of lunchtime and after school sports club weekly 4 terms per year with Up & Under Sports. Introduce Real PE BURSTS app for Early Years and Key Stage 1 families to increase active learning minutes out of school | | Up & Under club costs £1438 Bursts app £295 | Lunchtime and after school clubs have run at no cost to pupil/families for tennis, athletics, table tennis, cricket, rounders, gymnastics, dance ... Uptake has been strong, including pupils from Resource Base due to inclusive adaptations to activities. | |

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| Additional top-up swimming lessons in Term 6 to Y6 pupils who have not been able to meet the national curriculum requirements for swimming and water safety - after the delivery of core swimming and water safety lessons. | <ul style="list-style-type: none"> Swimming booked for classes to catch up in line with national expectations. Release time for additional Frogwell teacher with swimming instructor training to support Year 6 swimming so groups can be smaller and allow for more intensive teaching | Top-up swimming pool and lifeguard costs £500 / transport costs £800 6 x half day release time for additional school staff swimming teacher £540 | Priority has been given to safe self-rescue skills and 91% of the Y6 cohort achieved this. Data for other swimming aims can be seen above. | Review need for top-up swimming for new Y6 cohort later in new year. |
| Improve opportunities for children to develop balance and gross motor skills as well as creativity and collaborative skills. | <ul style="list-style-type: none"> Purchase free-standing equipment for children to use at break and lunchtimes to increase opportunities for balance and gross motor skills (equipment is specifically designed to be able to be configured in lots of different ways to support children's creativity as well as physical skills). Purchase 4m traverse climbing equipment | Agility / balance sets £2790 Traverse set £995 | Purchases made but has not yet been delivered so impact cannot yet be evaluated. | Evaluate in autumn |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 23% |
| | 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 |
| Sporting successes and achievement to be celebrated in assemblies and newsletters | Weekly Celebration Assemblies recognise the success of our pupils in school activities and inter-school activities, and also out of school achievements in sport and dance. | No costs | Weekly newsletters and assemblies include celebration of sporting and physical achievement both in and out of school e.g. swimming awards, team events, club badges. | Continue. |

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| Participation in events that aim to raise children's confidence, self-esteem, leadership qualities etc through PESSPA. | Participate in Young Officials, Talent Team and All Active Academy. | Chippenham Sports Partnership annual fee £3500 | Y5 and Y6 target pupils attended CSP Talent Team and All Active Academy events, including climbing wall day. The focus was on developing confidence for children who find physical / team activities more challenging. Y5 group completed Young Officials training for football and netball. | Participate again next year. |
| Participation in Chippenham Games and SEND Games to support transition to secondary school. | All Year 6 pupils to take part in Chippenham Games, or SEND Games for those going to special schools at Y7. | Chippenham Games entry £101/ Transport £295 SEND Games costs part of CSP fee / Transport £225 | All Y6 pupils attended an event and benefited from the experience to mix with pupils from other schools and/or participate in a range of activities. | Repeat participation next year. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 19% |
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| 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 |
| Provide high-quality training / CPD for teachers by providing opportunities to work alongside specialist coaches in practical lessons. | Programme of development to ensure teachers are able to deliver quality lessons with Up & Under Sports mentoring 4 terms a year, working alongside teachers. | Up & Under lesson mentoring £2808 | Teachers have gained confidence to teach practical sessions and use a range of PE equipment through their coaching / mentoring block with Up & Under. | As we have a new teacher next year, we need to continue external coach mentoring scheme. Need to develop self-assessment for teachers' skills as a result of the mentoring to gauge impact in more detail. |

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| Purchase teaching resources to support high-quality planning and teaching across the PE curriculum. | Subscription to PE Hub to provide detailed planning and teaching support to teachers for wide range of sports, gym, dance and OAA. | £525 | PE Hub being used increasingly in Upper KS2 and Resource Base to support curriculum delivery in addition to Real PE. | Widen PE Hub use throughout school to support teaching of games and OAA. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 7% |
| 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 provide pupils with opportunities to participate in a wider range of sports and physical activity. To provide opportunities for SEND and Gifted and Talented. To provide children with new opportunities and/or sports that the school would not be able to offer. | The CSP supports the delivery of high quality Physical Education and School Sport by providing existing and new opportunities for young people including: <ul style="list-style-type: none"> • sporting festivals and events • leadership and officiating events • gifted and talented provision • inclusive programmes • CPD and networking events | Chippenham Sports Partnership as above Fairfield College SEN Santa Dash entry fees £125 / transport £335 | <ul style="list-style-type: none"> • Outdoor multiskills (Y1/2) • New Age Kurling (Complex Needs Resource Base) • Christmas multiskills (Rec/Y1) • SEN Santa Dash (Complex Needs Resource Base + target mainstream EHCP pupils) • Christmas Fun Run (Y3/4) • Obstacle Course (Y/2/3/4) • Olympic Games (Rec) • Cricket Festival (Y5/6) | Continue membership of CSP and participate in events and festivals so all year groups have opportunities. |
| Children in Key Stage 2 to be inspired to play and enjoy rugby. | Participation in Bath Rugby Schools Partnership Programme, including curriculum time class coaching sessions, after school club and whole key-stage roadshow day ('Blue' level) | £750 | KS2 Bath Rugby coaching sessions were enjoyed by the classes. The after-school clubs for UKS2 and LKS2 were well-attended. | |

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| <p>Participation for whole class in Chippenham Dance Festival, plus compering opportunities for older pupils.</p> | <p>Whole Year 1 class to have opportunity to practise and perform a choreographed dance in the Town Festival at Neeld Hall.</p> | <p>Within CSP fees</p> | <p>Year 1 class participated in whole-town dance festival in professional venue, with target Y6 pupils receiving compering training and acting as comperes for the show. Performance was open to parent and carers to watch and raised he profile of sport/ physical activity in the school and community.</p> | <p>Repeat participation at whole class level because this made it inclusive for a wider group. Consider investing in professional choreographer.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: |
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| | | | 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? |
| All children to have the opportunity to participate in sporting events with other schools. | Chippenham Sports Partnership events, festivals and tournaments SEND-specific Santa Run at Fairfield Farm College for pupils with complex needs | Chippenham Sports Partnership already accounted for above Transport to venues £733 | See Indicator 5 for festivals and events. |
| Inter team competition within school - all children to take part in school Sports Day with a mix of non-competitive and competitive elements. | School Sports Day to have both inclusive and competitive elements including races and winning of points for multi-skills activities. | £50 for expenses such as resources and race stickers | Sports Day 2023 was the most inclusive school has run yet, meaning all pupils were able to take part and achieve in some way. The balance of competitive and non-competitive elements encouraged high levels of participation in races by pupils, parents and pre-schoolers, which helped raise the profile of PE/sport in our school community. |
| | | | Sustainability and suggested next steps |
| | | | Continue membership of CSP and participate in events and festivals so all year groups have opportunities. |
| | | | Repeat format of Sports Day in 2024. Next year, introduce more intra-school team events throughout the year. |

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| Signed off by | |
| Head Teacher: | Rachel Neville |
| Date: | 24/07/23 |
| Subject Leader: | Tom Filer |
| Date: | 24/07/23 |
| Governor: | Nigel Linacre |
| Date: | 25/07/23 |