



Over the course of the academic year 2022-2023, Corsham Primary school will receive £21,500 as part of a government funded initiative - the PE and sports premium. The funding is as a result of the 2012 London Olympics and part of the Olympic legacy. The aim of the initiative is to improve the quality, variety and general provision of PE at primary schools. As a school, we would like to promote inclusion of sport and exercise to all children. We believe that exercise helps produce a healthy mind as well as a healthy body.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

| Key achievements to date until July 2023: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Links with communities, the Bath Rugby Foundation providing Tackling Numbers with the Year 4 and Leadership in year 5 and 6. Wiltshire cricket providing taster sessions. • Assessment for swimming in key stage two to inform teacher when children are in year 5 and 6 which children still need to learn to swim 25 metres • Booster swimming sessions for year 5 and 6 so they can achieve their 25 metres before they leave primary school. • Successful Sports Days across both sites. • More Able and Highly Attainers Sports sessions termly. • Attending Inter-Sports events in the local cluster with 75% of the year 6 attending and the opportunity for the disadvantaged pupils to attend. • Progression documents for all year groups. • Reviewed curriculum to make sure a better coverage of sports. • Sports Leaders working with other children at lunchtimes. | <ul style="list-style-type: none"> • Intra Sport within the school including children competing against other children in their year group. • Assessment of PE within the school. • Continue to development of the swimming curriculum and how more children can confidently swim at least 25 metres, especially getting the year 6 engaged who can't swim it. • Develop even more getting the disadvantaged and working towards children involved in activities at school and after school, especially getting them to cluster event • Student mentoring for disadvantaged, SEND children and children with social and emotional needs. |

Total amount for this academic year 2022/2023 £21,500

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| <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 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> | 83% |
| <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> | 80% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 98% |
| <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> | Yes we provided booster swimming sessions for the year 5 and 6 which was a 45 minutes session for a 6 week block. |

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: £21,500 | | Date Updated: September 2022 | |
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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: |
| | | | | | 39% |
| 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: |
| <ol style="list-style-type: none"> Sports Leaders to work on a rota getting children involved in games and fitness at Lunchtimes. £0 Year 5 Sports Leaders to receive 3 hour training on skills and games they could use in the playground with other children. £500 Year 6 Sports Leaders to receive 1 1/2 hour refresher training. children. £300 Huff and Puff equipment for the playground more specific for games and skills that the children can do led by the Sports Leaders and Lunchtime team. £500 Create a new tracking system for swimming with the possibility of having an intense swimming course for Year 5 and Year 6. £0 | <ol style="list-style-type: none"> Create rota and check on the Sport Leaders regularly. Provide Sports Leaders training for new children in Year 5 to make sure they know the expectations and ideas for what activities they can do. Provide refresher Sport Leader Training for Year 6 to guide them with new activities and increase motivation. Audit the Huff and Puff equipment and purchase more equipment. Tracking system or assessment for teachers to input about year 3 and 4 swimming so non-swimmer can be identified for Year 5 & 6 intense sessions. | £8400 | <ol style="list-style-type: none"> Rota has been used, children got involved well. Younger children becoming more active at lunchtimes due to the sports leaders. Sports Leaders training completed and useful. Children enjoyed. Refresher training was a great idea and reminded the children of what they needed to do. Worked with Lunchtime leader to identify what huff and puff items they needed. More children becoming involved at lunchtimes. Simple assessment put onto our assessment format (insights) which year 3 and 4 teachers kept up to date when their pupils went swimming. Should help in year 5 & 6. | | <p>More input with Sports Leaders training, with regular recapping, meetings and retraining. Lunchtime support from In2sports to continue supporting and mentor the sports leaders.</p> <p>Have a variety of huff and puff equipment available and rotate it around so children can have a variation.</p> <p>Keep this going and regularly updated.</p> |

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| <p>6. Provide a More Able, High Attainers sports sessions (KS2 only). This to be 2 hours sessions every term (three in total in the year) Provided by In2Sports £600</p> <p>7. Improve the PE teaching resources and equipment at both sites £500</p> <p>8. Provide a sports coach from In2Sports three lunchtimes a week at both sites, focusing on getting children active. £4500</p> <p>9. Opportunity for the disadvantaged children to attend a sporting trip or activity morning or day within school. £1500</p> | <p>6. Identify children to attend these sessions and work alongside In2Sports on what to provide.</p> <p>7. Audit the equipment to see if there us anything that is needed to support the curriculum.</p> <p>8. Sports Coach at a lunchtime will help children get active with the coach support the less active children.</p> <p>9. Sporting trip/activity will provide the children with a difference experience that they are not maybe use to.</p> | | <p>Data from previous booster sessions was added as well to identify the children that needed to receive booster sessions.</p> <p>6. Children really enjoyed these sessions. Children identified in year 4-6 from teacher assessment from previous year attainment and class teacher discussion.</p> <p>7. New equipment purchased as some of the topics changed in the curriculum e.g. badminton</p> <p>8. Supported by lunchtime support from a sports coach three times a week.</p> <p>9. Year 3-6 disadvantaged children targeted for cluster events which were more fun rather than sport specific and competitive. Managed to get quite a few on these events.</p> | <p>See if more of these 'More Able' sessions can happen maybe 6 times a year once every half term.</p> <p>Monitor equipment</p> <p>Continue with sports coach at lunchtime but for them to have more specific targets.</p> <p>Continue to see how to get the disadvantaged children engaged.</p> |
| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | | | | <p>Percentage of total allocation: 9 %</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 what they need to learn and to consolidate through practice:</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 changed?:</p> | <p>Sustainability and suggested next steps:</p> |

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| <ol style="list-style-type: none"> 1. Apply for the Schools Games Mark. £0 2. Annual membership for afPE £150 3. Release time for Lead Athletes to monitor and evaluate PE provisions throughout the year. £1300 4. Lead Athletes to attend courses to support their knowledge and understanding. £400 5. Promote the importance of exercise with mental wellbeing, 30 minutes of exercise a day to staff and children. £0 6. Continue to develop aspects of the Internal Deep Dive in PE which were highlighted during November 2020 £0 | <ol style="list-style-type: none"> 1. Lead Athletes to gather evidence and provide opportunities for this. 2. Pay for membership 3. Opportunities for Lead Athletes to look at PE. 4. Use what the Lead Athletes have learnt from the courses in school. 5. Continue to promote wake and shake, just dance, breaks in learning. 6. Identify the areas brought up from the Deep Dive to work on. | <p>£1950</p> | <ol style="list-style-type: none"> 1. Looked into this but not enough areas covered to achieve this. 2. Paid membership 3. Release time allowed lead athletes to sort out the curriculum and coverage better through year groups e.g. badminton in year 4 and 6, tennis in year 3 and 5. Progression of skills documents produced for whole curriculum 4. Lead Athletes attended a course in November. Annual PE conference. 5. Continued promoting this within class with dance and wake and shake. Trialled Moki bands as part of a research project to see how we could increase exercise. 6. Progression of skills and the curriculum looked into and how to get pupil premium children more involved. Sport mentoring for children with social skills etc happened where a lot children were PP pupils. | <p>Course again to attend in November 2023.</p> <p>Continue to develop things from the deep dive, especially Pupil Premium</p> |
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| <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>Percentage of total allocation:</p> |
| | <p>16 %</p> |

| Intent | Implementation | | Impact | |
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| 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: |
| <ol style="list-style-type: none"> 1. Mentoring and coaching sessions with specific staff provided by Up and Under coaching, to ensure teachers feel more confident and lessons are taught to a high standard. £3500 2. Carry out lesson observations in order to monitor the teaching of skills and the schemes of work. £0 3. Create a survey monkey audit around staff confidence and gaps to ensure and monitor impact. £0 4. Provide mentoring and support from the Lead Athletes to demonstrate lessons with release time. £0 | <ol style="list-style-type: none"> 1. Monitor and review the success of the mentoring with staff. 2. Lesson observations to see how the skills are progressing across the year groups. 3. Survey monkey on staff confidence. 4. Offer mentoring from Lead Athletes. | £3500 | <ol style="list-style-type: none"> 1. Mentoring has been successful and begins with new teachers to the school before opening up to staff that have been moved year groups or require more support in their CPD. 2. Lesson observations taken place and areas highlighted to staff, making sure they follow the scheme. 3. Survey highlighted areas but staff confidence is good. 4. Teachers have asked advice about units and sports when needed but no opportunity to mentor in lessons | <p>Staff are confident with teaching PE and The PE Hub schemes are easy to follow. Look into mentoring of children especially Pupil Premium children.</p> <p>Continue to monitor.</p> <p>Continue to monitor.</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 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: |

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| <ol style="list-style-type: none"> 1. Continue to use and develop the schemes of work, which provides a range of sports and progression through year groups, especially the mixed year groups. £0 2. Opportunities for children to be involved in the wider sporting community e.g. Bath Rugby Foundation £3500 3. Opportunities for children not meeting National standards for swimming to receive tailored small group booster sessions. £2000 | <ol style="list-style-type: none"> 1. Look at the progression of skills across the year groups and see which schemes of work are suitable. Change so there is a better spread. 2. Provide children with a wider sporting community. 3. Provide booster swimming sessions for year 5 and 6 children in the Summer Term if they can not swim 25 metres. | <p>£5500</p> | <ol style="list-style-type: none"> 1. Progression of skills document has been created and adapted so coverage is better spread. Sports done in year 3 and year 5 and then year 4 and year 6. Gymnastics, dance and athletics taught in all year groups. 2. Bath Rugby Foundation was a huge success. A year 6 Pupil Premium child was identified and was invited to be a guard of honour and run out on the pitch at a Premiership Rugby match. Links with cricket as well this year. 3. 5 week booster sessions were offered to the children identified as not achieving 25m. Some children took up the offer and successful. Again some of these children are Pupil Premium. | <p>Make sure the skills are covered every year.</p> <p>Continue with community project especially Bath Rugby and see what other opportunities are out there.</p> <p>Continue to provide these sessions. Speak to parents who are identified from assessment tool face to face to see if they can get children to come swimming.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 10% |
| 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: |
| <ol style="list-style-type: none"> 1. Increase the opportunity for children to participate in Intra Sport competition throughout the school in all year groups termly. £0 2. Provide opportunities for competitive sports across the Multi-Academy Trust £0 3. Provide a board selection of competitive opportunities within the schools in the local cluster playing in Central Venue Leagues with a Sports Coach supporting this. £1000 4. Be part of the local clusters group for Central Venue League supported by the SSCO from Corsham School. £1200 | <ol style="list-style-type: none"> 1. Provide Intra sport competition termly and children win points for their teams. 2. Opportunities between the school and other school within the MAT. 3. Sports Coach to take a variety of children in KS2 to competitions. Different children to attend each time. 4. Pay and work alongside the SSCO. | £2200 | <ol style="list-style-type: none"> 1. This has begun but has time constraints involved. Children really enjoyed the carousel of activities and throwing the beanbag to score points. These are events outside of sports day. 2. No opportunities arose. 3. 90% of the year 6 attended an event, a big variety of events provided which weren't all competitively based e.g. mini mudder, dance. 4. SSCO and being part of the cluster was great. | <p>Continue to develop Intrasport</p> <p>In2sport coach to continue with taking children to Central Venue League.</p> <p>Continue link with cluster and SSCO.</p> |

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| Signed off by | |
| Head Teacher: | L.Fry, K. Parker |
| Date: | 17.7.2023 |
| Subject Leader: | C. Pegrum, D. Hawkins, N.Trevor |
| Date: | 17.7.2023 |

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| Governor: | |
| Date: | |