



**See Tomorrow Grow**

What is the School Sports Premium?

Every year, a sum of money is given to the school to ensure the delivery of high-quality Physical Education. This could be delivered by a specialist teacher or coach or a primary teacher who has had extra training funded by the Sports Premium. It can also be used to provide greater access to physical education, especially the least active, through the provision of clubs before school, after school or during school holidays. We must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA).

At Pippins School, a one-form entry primary school, we are committed to providing high-quality Physical Education and promoting physical activity and school sport for all our pupils. The Sports Premium funding is used to make additional and sustainable improvements to the quality of Physical Education, School Sport, and Physical Activity (PESSPA). Our approach focuses on enhancing existing provision, building capacity, and promoting lifelong healthy lifestyles

### **Funding Overview**

Total funding received for the academic year 2024/25:

- May 2024: £7,300
- November 2024: £10,232
- Total: £17,532

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|--|----------|
| Total amount carried over from 2023/24   | £0       |
| Total amount allocated for 2024/25   | £17, 532 |
| How much (if any) do you intend to carry over from this total fund into 2025/26? | £0       |
| To be spent and reported on by 31st July 2025                                    | £17, 532 |

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### **Swimming Data**

Please report on your swimming data below:

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| Meeting national curriculum requirements for swimming and water safety.<br>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 2025. Please see note above  | 78% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above   | 75% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | 71% |
| 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  |

| Key indicator 1: The engagement of all 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  |
|---|---|--|---|---|
| Intent  | Implementation  |  | Impact  | 19.68%  |
|   |   |  |   | Sustainability and suggested next steps:  |
| <ul style="list-style-type: none"> <li>Invest in new equipment and resources to support inclusive PE sessions and improve lunchtime activity.</li> <li>Establish targeted clubs for less active and disadvantaged pupils.</li> <li>Continue to develop the role of pupil sports leaders.</li> <li>Ensure all children (regardless of background, ability or circumstance) have access to high-quality, enjoyable sports.</li> </ul> | <ul style="list-style-type: none"> <li>Purchased new equipment to support effective PE delivery, swimming and extracurricular sport and fitness clubs.</li> <li>Teachers embedded daily movement breaks including aerobic routines, skipping, daily walks, and stretching activities—ensuring at least 30 additional minutes of physical activity outside of PE lessons.</li> <li>Transport provided to ensure all pupils have access to a qualified swimming coach (external provider) to deliver progressive swimming lessons for pupils in KS2, focusing on water safety, confidence, and swimming competency</li> </ul> | <p>Contribution towards PE and Playground Equipment and transport for swimming lessons.<br/>£3,450</p> | <ul style="list-style-type: none"> <li>Resources purchased in 2024–25 reflect the diverse needs of our pupils, including those with complex needs, enabling increased participation across all year groups.</li> <li>Equipment tailored to different phases has supported skill development and broader engagement.</li> <li>Pupil voice informed investment in lunchtime sports equipment, boosting participation and enjoyment.</li> <li>Guaranteed consistent access to high quality swimming coach has significantly improved water confidence, stroke technique, and safety awareness. Many pupils who were previously non-swimmers are now meeting or nearing national expectations.</li> </ul> | <ul style="list-style-type: none"> <li>Expand pupil leadership by increasing opportunities for pupils to plan and lead sports activities and clubs.</li> <li>Use pupil feedback to ensure extracurricular provision remains relevant and engaging.</li> <li>Continue embedding the annual swimming programme, building on early exposure and involving parents in supporting out-of-school practice.</li> </ul> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |  |  |  | Percentage of total allocation:  |
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| Intent  | Implementation   |  | Impact   |  |
|   |  |  |  | 21.67%   |
|   |  |  |  | Sustainability and suggested next steps:   |
| <ul style="list-style-type: none"> <li>To remove barriers that prevent pupils from leading active, healthy lifestyles by providing tailored physical activity opportunities and promoting positive attitudes towards movement across the whole school community.</li> </ul> | <ul style="list-style-type: none"> <li>Created a sensory-based physical activity space, the <i>Rainbow Room</i>, equipped with soft play items, balance boards, textured mats, and interactive physical toys to support pupils with additional needs.</li> <li>Launched whole-school initiatives such as <i>Fitness Friday</i>, themed sports weeks, and team competitions to celebrate physical activity and build school spirit.</li> <li>Integrated simple movement activities throughout the school day, like standing to answer questions or during register time, to encourage regular physical engagement.</li> <li>Targeted lunchtime games and clubs to encourage less active pupils to participate, supported by mentors and Sports Activity Champions.</li> <li>Trained staff to support pupils with SEND during sporting activities, ensuring inclusive access and effective participation.</li> </ul> | <p>Contribution towards Rainbow Room Equipment (SEN) £2,000</p> <p>Administration cost for Fitness Friday and leadership time £1,800</p> | <ul style="list-style-type: none"> <li>Regular physical regulation sessions in the Rainbow Room have contributed to improved behaviour, reduced anxiety, and enhanced engagement with learning; teachers report increased pupil readiness post-session.</li> <li>Movement is now widely seen as enjoyable and rewarding by pupils, evidenced by a 30% rise in extracurricular club uptake since last term, positive pupil feedback during school council sessions, and notable improvements in physical confidence and social interaction among key groups, including Pupil Premium pupils.</li> <li>The visibility and celebration of physical activity have raised its profile school-wide, promoting healthier lifestyles.</li> </ul> | <ul style="list-style-type: none"> <li>To ensure the space is routinely scheduled for small-group and individual movement sessions. We are also looking into converting our school bungalow into a resource base. The works are scheduled for Summer 2025.</li> <li>SEN staff have received training to regularly deliver movement-based interventions, ensuring sustained, ongoing support in raising the profile of this target across the school and embedding it as a consistent part of our inclusive practice.</li> <li>Build on the current success and fully embed staff enthusiasm as well as increasing student leadership (House Captains and School Council) support event planning in the future.</li> <li>In-house expertise is now shared and fully embedded, reducing reliance on external providers. This has strengthened our capacity to deliver targeted, timely interventions, enabling more</li> </ul> |

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|   |  |  |  | consistent and inclusive support for Pupil Premium, EHCP, and other vulnerable groups. As a result, these pupils receive higher-quality, needs-led provision that is both responsive and sustainable, raising the profile of their needs across the school and driving measurable progress in engagement, wellbeing, and attainment.         |
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>                                      |  |  |  | Percentage of total allocation:  |
| Intent  | Implementation   |  | Impact   | 11.4%  |
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|   |  |  |  | Sustainability and suggested next steps:   |
| <ul style="list-style-type: none"> <li>• Ensure high-quality PE delivery across all Key Stages, reflecting our school's standards.</li> </ul> | <ul style="list-style-type: none"> <li>• PE is delivered by all class teachers using collaboratively developed planning and a shared bank of resources, ensuring consistency and progression. Ongoing CPD and joint planning sessions support staff confidence and subject knowledge, leading to improved quality of teaching and learning in PE.</li> <li>• Lessons focus on core areas including dance, gymnastics, games, and athletics.</li> <li>• Informal peer observations and planning support are provided during INSET sessions and staff</li> </ul> | Internal CPD & Planning Sessions<br>£2,000 | <ul style="list-style-type: none"> <li>• PE is taught by all class teachers using collaboratively developed planning and shared resource banks. Lessons focus on core areas including dance, gymnastics, games, and athletics to a high standard (as evidenced by observations) OR throughout all year groups</li> <li>• SEN pupils receive specialised, personalised PE linked directly to their EHCP targets</li> <li>• Staff confidence in delivering inclusive and differentiated PE lessons has improved, resulting in</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing professional dialogue and access to a digital PE scheme of work support continuous staff development.</li> <li>• New staff are fully inducted into the PE teaching model.</li> <li>• In-house expertise sharing reduces reliance on external providers, ensuring sustainability.</li> </ul> |

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|  | meetings to build staff expertise.<br>• Targeted training and support sessions are offered for teachers working with resource base pupils or those with complex physical, social, emotional, or behavioural needs.   |  | more extracurricular leadership opportunities and better engagement of mixed-ability groups, including pupils with SEND.  |   |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> |  |  |   | Percentage of total allocation:   |
| Intent   | Implementation   |  | Impact  | 19.97%  |
|  |  |  |   |   |
|  |  |  |   | Sustainability and suggested next steps:  |
| • Broaden pupils access to and experience of a wide variety of sports and physical activities.       | • Offered a diverse range of clubs including football (boys and girls), badminton, dodgeball, multi-skills, and movement sessions.<br>• Purchased equipment to support varied games and PE activities (e.g., mini-goals, badminton nets, throwing targets, cones, skipping ropes). | Contribution towards equipment, transport cost and staffing - £3,500 | • Funding enabled free places for vulnerable pupils, ensuring inclusivity.<br>• With a full uninterrupted academic year, a wide variety of morning, lunchtime, and afterschool clubs were offered.<br>• The Summer term recorded the highest participation rate among | • Continue to maintain and expand sports club opportunities, particularly in KS1.<br>• Support staff to co-lead clubs with the aim of them running independently in future years.<br>• Reuse purchased equipment annually to ensure long-term value and sustainability. |

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|   | <ul style="list-style-type: none"> <li>• Provided transport to enable pupils to attend regular swimming lessons and participate in special sporting events designed to inspire and increase engagement.</li> </ul>                                      |  | <p>pupil premium children to date.</p> <ul style="list-style-type: none"> <li>• Attendance increased notably, particularly among girls and traditionally lower-engagement groups.</li> <li>• Pupils have the opportunity to discover new interests and talents beyond the standard curriculum .</li> <li>• Equipment remains durable, stored centrally, and is regularly monitored and replenished through the maintenance budget.</li> </ul> |  |
| <b>Key indicator 5: Increased participation in competitive sport</b>  |   |  |   | Percentage of total allocation:  |
| Intent  | Implementation  |  | Impact  | 27.28%   |
|   |   | Funding Allocated                                |   |  |
|   |   |  |   | Sustainability and suggested next steps:   |
| <ul style="list-style-type: none"> <li>• Increase opportunities for pupils to participate in inter-school competitions.</li> <li>• Develop a structured, formal intra-school sports programme to promote regular competition and teamwork.</li> </ul> | <ul style="list-style-type: none"> <li>• Organised termly inter-class sports days featuring skill challenges and team relays.</li> <li>• Facilitated friendly matches between year groups to build competitive experience and sportsmanship.</li> </ul> | Staffing Costs (PE delivery & admin time) £4,782 | <ul style="list-style-type: none"> <li>• The introduction of a formal intra-school sports system alongside expanded inter-school competition has significantly enriched the school's PE provision.</li> <li>• Termly sports days and challenges have encouraged widespread pupil participation,</li> </ul>  | <ul style="list-style-type: none"> <li>• Broaden inter-school events to be more inclusive and varied in sports offered.</li> <li>• Develop staff expertise to sustain and enhance competitive opportunities.</li> <li>• Embed events permanently into the school calendar, with</li> </ul> |

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|  |  |  | enhanced teamwork skills, and promoted healthy competition within the school. | increasing leadership from pupil volunteers and School Council members. |
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