

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

| | |
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| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2022/23 | £20,900 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount allocated for 2022/23 | £20,900 |
| Total amount of funding for 2022/23 to be reported on by 31st July 2023 | £ 20,900 |

Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. 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 | YES |
| 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 | 63.71% |
| 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 | 62.1% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 66.94% |
| 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.

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| Academic Year: 2022/23 | | Total fund allocated: £20,900 | | Date Updated: | |
| Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport | | | | | Percentage of total allocation: |
| | | | | | 43.5% |
| Intent | Implementation | | Impact | | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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: |
| Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils’ attainment. | <p>Provide opportunities for staff to access CPD opportunities through the Christchurch School Sport Partnership CPD programme, team teaching, staff inset and staff meetings.</p> <p>Use PE Senior TA specialist to provide curriculum lessons, team teaching & staff training to increase the knowledge and confidence of staff in delivering PE.</p> <p>Purchase quality assured resources to support teachers and support staff.</p> <p>Employ gymnastics and dance specialist to deliver high quality</p> | Complete PE as part of SSP. | <ul style="list-style-type: none">- Increased staff knowledge and understanding- More sustainable workforce including young leaders and Bronze Ambassadors.- Enhanced quality of provision- Increased pupil participation in competitive activities and festivals- Increased range of opportunities- The sharing of best practice with other schools in the Christchurch Learning Partnership and Twynham Learning.- A more inclusive curriculum which inspires and engages all pupils- Increased capacity and | | Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities |

| | lessons and upskill other members of staff through team teaching. CASA? | £9,092 | sustainability | |
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| Key indicator 2: 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: 85.91% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Improve physical activity levels in our most inactive pupils:</p> <p>Outline any actions here. For example:</p> <ul style="list-style-type: none"> • Daily physical activity initiatives (trim-trail/daily mile) • Training sports leaders/Bronze Ambassadors • Purchase quality equipment to be used to increase daily physical activity <p>Ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extra curricular clubs as possible.</p> <p>- Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high-quality PE and</p> | <p>- As a school we contribute funding to sustain the Christchurch School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Complete PE • Youth Sport Trust Primary Membership • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Dance project and festival • Outdoor activity days • Primary Leadership Academy • Christchurch Sports Awards • Support from partnership lead for team teaching and staff training. | £2500 SSP | <p>Clubs have been set up to target the least active pupils – 13.9% PP attendance. 391 pupils have attended these clubs over the year.</p> <p>Clubs delivered as lunchtime and after school depending on demand. Average attendance at clubs is 20.</p> <p>All children timetabled for 2 x 1 hour weekly PE/Games lessons. All PE lessons and many Games taught by specialist Senior TAs. Other Games lessons taught by confident and skilled teachers. Monitoring indicates that these are of a high quality based on a</p> | <p>Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact.</p> <p>Use Christchurch PE Conference to review, evaluate and plan for the next academic year.</p> |

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| <p>school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</p> <ul style="list-style-type: none"> - Use active lessons to increase physical activity levels and learning. - Develop Bronze Ambassadors to support active playtimes and support extra-curricular activities. - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity. | <p>Introduce Youth Sport Trust MY Personal Best programme in school. Training course attended and resources being utilised.</p> <p>Develop a team of sports leaders & Bronze Ambassadors through the Christchurch Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway.</p> <ul style="list-style-type: none"> - Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. - Develop the PE curriculum to ensure lessons link to the multiskills approach found in our PE policy. - Build links with local community sports clubs through our SGO. <p>Through 2 x 1 hour PE lessons weekly (and other curriculum areas), ensure pupils understand the role of movement and exercise in the development of their own physical literacy, fitness and wellbeing. Link lessons to multi-skill approach in line with our PE policy.</p> <p>Employment of Senior TA for 20 hours a week to teach physical education and games.</p> | <p>£15,456</p> | <p>well-planned curriculum. At least 100 children involved in football or other activities led by Senior TA and sports leaders. More than half of children attend weekly after school sports clubs.</p> <ul style="list-style-type: none"> - Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors - Positive behaviour and a sense of fair play enhanced by using Bronze Ambassadors as role models - Pupils activity at lunch and break increased <p>Evidence –</p> <ul style="list-style-type: none"> - Curriculum map - PE policy - Registers of participation - Extra-curricular data | |
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| Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity.</p> <p>Engage learners in new a different experiences such as new sports and new experiences with local providers.</p> <p>Re-engage all learners in partnership events calendar. Work to achieve School Games Mark by recognising and encouraging the continued increase of inclusive sport and physical activity for all learners.</p> <p>- Use PE and sport to enable the development of life skills that are</p> | <p>- We contribute funding to sustain the Christchurch School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Dance project and festival • Outdoor activity days • Primary Leadership Academy • Christchurch Sports Awards • Youth Sport Trust Primary Membership • Support from Dan Moody for team teaching and staff training. <p>- Introduce Youth Sport Trust MY Personal Best programme in school. Training course attended</p> | | <p>- Personal development (physical skills, thinking skills, social skills and personal skills).</p> <p>- Attainment and achievement, behaviour and attendance.</p> <p>- PE physical activity and school sport have a high profile and are celebrated across the life of the school - SMSC</p> <p>- Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner</p> <p>High quality lessons delivered in engaging activities. Happy engaged pupils.</p> <p>Teachers delivering high quality</p> | <p>- Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. Review School development plan, Whole school policies/PE policy</p> <p>- Use PE conference to review, evaluate and plan for the next academic year.</p> |

| <p>transferred to other curriculum areas, wider school and beyond.</p> <ul style="list-style-type: none"> - Use PE and sport to develop the whole person including thinking, social and personal skills. - Use PE teaching to aid fine and gross motor skill development. - Use sporting role models used to engage and raise achievement. - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) | <p>and resources being utilised.</p> <ul style="list-style-type: none"> - Develop a team of sports leaders & Bronze Ambassadors through the Christchurch Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway. - SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. <p>Identify pupils who are not members of community clubs and facilitate their transition to a community club, whether as a player or volunteer.</p> | | <p>lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions.</p> <p>Feedback from pupils.</p> | |
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| <p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p> | | | | <p>Percentage of total allocation:</p> <p>6%</p> |
| Intent | Implementation | | Impact | |
| <p>Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Any equipment purchased from the PE and Sport Premium Funding (Do not include OSF).</p> | <p>Evidence of impact:</p> <p>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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| | | £1,280 | | |
| <p>Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active.</p> <p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p> | <p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</p> <p>Review extra-curricular activities through pupil voice/Bronze Ambassadors.</p> <p>Employ sports coaches to provide appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community</p> <p>Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer.</p> | £ | <p>Registers from additional clubs have an average attendance of 24 pupils.</p> <p>- Engaged or re-engaged disaffected pupils - Increased pupil participation - Enhanced quality of delivery of activities - Enhanced, extended, inclusive extra-curricular provision - Improved behaviour and attendance and reduction of low level disruption - Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership. Evidence includes – Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys</p> | <p>Complete pupil survey every year to allow student voice to influence our extra-curricular sports programme.</p> |

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| Key indicator 5: Increased participation in competitive sport | Percentage of total allocation: |
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| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. Increased participation in School Games competitions. Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. Select children who we feel would benefit most from the opportunities available in the Christchurch Partnership events calendar. | Engage with School Games Organiser and attend competitions run by the Christchurch School Sport Partnership. Engage more staff/parents/volunteers and young leaders to support attendance at competitions. Use external coaches to run competitions to increase pupils' participation. Identify a set number of competitions/events to provide transport to. Employ 1 Senior TA for total of 5 hours per week dedicated time to co-ordinate sporting fixtures, and take children to a range of competitions and events (through | £2,000 £3,864 | Engage with School Games Organiser and attend competitions run by the Christchurch School Sport Partnership. Engage more staff/parents/volunteers and young leaders to support attendance at competitions. Use external coaches to run competitions to increase pupils' participation. Year on year improvements on the 52.8% of Year 6 pupils have represented their school in competitive sport – 60.48% this year. Evidence includes - - School Games Mark - Competition/ events calendar | Review attendance data and identify children for appropriate opportunities. Continue to monitor % of pupils representing school in competitive sport and allow us to identify those that have not. Continue to attend Christchurch Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. |

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| | the school sports partnerships) such as the inclusive multi-sport events and outdoor activity days? | | - Competition reports | |
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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |