

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](#) 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](https://www.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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19,420
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,420
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19,420

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.

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

To ensure quality swimming teaching, this year we used the facilities at a local private school utilizing their highly experienced ASA instructors and excellent facilities. While this meant that the children had to travel to a different venue, we made use of a full 25m swimming pool allowing the children to reach the goal of swimming 25 metres more easily. 60 children from Year 3 were able to access swimming lessons receiving a 45-minute morning swimming session for a total of 10 school days.

Swimming distance	Baseline Assessment	Post lesson Assessment
25 metres +	17 children (28%)	33 children (55%)
5 – 15 metres	22 children (37%)	15 children (25%)
< 5 metres	21 children (35%)	12 children (20%)

<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 2022.</p> <p>Please see note above</p>	81%
<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>	68%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<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>	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.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
<p>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</p> <p>Here at St Christopher, we encourage children to take an active role in their health and wellbeing with PE and school sports playing an important role within this. Weekly PE lessons are of high quality and are fully inclusive, with children across school being provided with equal opportunities to participate in sessions within our extensive fields and outdoor areas and our two indoor halls. Lesson objectives are aimed at improving each child’s understanding of the necessary skills and knowledge, physical performance, confidence and competency in readiness for beginning to play recognizable team games in LKS2 and begin to compete in both intra and inter sports competitions. The sports coach continues to encourage children to adopt the Youth Sport Trusts school leadership ethos and culture by displaying the school games characteristics of honesty, determination, resilience, teamwork, and respect. The PE curriculum is planned carefully and progressively, and lessons are differentiated in order to enable all children to succeed and excel in all aspects of PE. Within this curriculum, children are taught a broad and balanced range of sports, games and physical activities, carefully pitched to support and challenge every child. Successes are both valued and celebrated during lessons. In addition to weekly PE sessions we offer lunchtime and afterschool extra-curricular activities (such as: football, TAG Rugby, Hockey, tennis, cricket and basketball). Throughout lunchtime we offer a range of physical activities allowing the children to develop their own physically active time individually. With activities ranging from skipping, balance boards, pogo sticks and football. Where possible, we provide and encourage active learning within the classroom and outside allowing children to become more active throughout their school day. Weekly Golden Time choices allow for children to chose a variety of physically active choices such as dance, dodgeball, forest school and OAA.</p>			Percentage of total allocation: 20%	
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:
All children across the school are involved in at least 1 hour of physical activity each day. Wraparound club is well established and embedded to encourage more pupils to	Our sports coach plans high quality sports activities which are embedded across school. Organized lunchtime clubs for Y1 – 6 include, agility games, dance, badminton, dodgeball, rounders and gymnastics.	£3884	Increased physical activity and love for movement. All children are offered opportunities to access to skilled sports coaches/teachers during extra-curricular clubs, lunchtime and Golden Time activities.	Gain more pupil voice to establish what sports children would like to access in order to increase participation in sports.

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<p>attend school earlier, get involved in activities and support working families.</p> <p>Children can choose from a range of sport activities as part of Golden Time each Friday.</p> <p>Children are given the opportunity to join a range of extracurricular activities after school and during lunchtimes</p> <p>SEND children have access to a trampette and exercise bike.</p> <p>Lunchtime equipment promotes physical activity, with hoppers, stilts, pogo sticks, basketball, balance boards and footballs available to use on a rota system.</p> <p>At lunchtimes pupils can play with activities: skipping, table tennis, space hoppers, balance boards, pogo sticks, pro shot .</p>	<p>Wraparound children have access to a variety of equipment. Wraparound staff also organise team activity games in the hall if the weather prevents the children being active outside.</p> <p>Additional sports coaches from professional organisations are employed to ensure that specialism and skills are used to develop children’s abilities.</p> <p>Golden Time activities for all children from KS1 and KS2 include several options with a focus on physical and outdoor activities.</p> <p>School extra-curricular policy dictates that all children applying for clubs will get access to their first choice. DP children are encouraged and supported to apply for clubs.</p> <p>Post Covid, children arrive on their respective PE day dressed in their PE kit. This has increased PE activity time by between 10 – 20 minutes per session as getting changed pre and post PE sessions is no longer required.</p> <p>A football pitch and ball is provided for LKS2 and UKS2 for use during morning and afternoon break and lunchtime.</p>		<p>Pupil voice indicates that children feel motivated by the promotion of Local, National and International sports events.</p> <p>Staff have the opportunity to be being upskilled by working alongside specialist sports coaches and are proactive during curriculum delivery and after school clubs.</p> <p>Children from all year groups have opportunities to work with specialist sports coaches.</p> <p>Via the curriculum, early years and KS1 children develop skills and knowledge in movement, body and object control. In LKS2 and UKS2 the children progress to playing adapted versions of well know sports and games. In turn, confidence and resilience is developed so that children feel comfortable competing at extra-curricular clubs, intra-school team events and ultimately inter-school competitions with other schools.</p> <p>Children with SEND demonstrate improved confidence, self-esteem and independence and focus across the curriculum as a result of utilising movement and sensory time. Teachers report that this also has a positive impact on behaviour and focus.</p>	
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			<p>A weekly gross motor skills intervention for identified reception and KS2 children has been set up to aid improvements in agility, balance and co-ordination.</p> <p>In order to ensure high quality P.E and sporting opportunities are offered to all children; close professional links have been maintained. Extra-curricular clubs are monitored for quality.</p> <p>Pupil voice indicates that children enjoy both extra-curricular sports activities and those activities offered in Golden Time.</p> <p>Extra-curricular clubs operate at full capacity and are well managed between the Sports Coach, Teachers, The Senior Leadership team and the Office Staff.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>The PE Subject lead, Curriculum lead, Sports Coach and Senior Leadership Team work closely to ensure that the P.E Curriculum offers a broad range of sporting activities to teach children specific skills and to develop confidence, competency and a love of physical activity amongst our pupils. Lessons are planned with clear objectives linked to The National Curriculum and Development Matters Framework for Early Years and show a clear breadth, balance, and progression in skills across a range of physical activities and sports.</p> <p>Age related vocabulary is used in teaching and learning to promote fluency and understanding.</p> <p>We acknowledge and celebrate national and international sporting events through assemblies and attending school games competitions, both in person and using a virtual platform.</p>				<p>Percentage of total allocation:</p> <p>20%</p>
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:
<p>Continue to raise profile of sports and high quality physical activity for all children across school.</p> <p>Children continue to be given choices about the types of curriculum activities they want to take part in.</p> <p>Focus on health and wellbeing for all children including identified groups.</p> <p>Greater shared understanding of how making informed choices about nutrition, diet and exercise improves health.</p> <p>Quality of curriculum including coverage, planning, assessment, teaching and learning.</p> <p>Sports coaches and teachers model high expectations for attitudes towards PE through participation, wearing appropriate kit, using specific vocabulary and following through expectations for working hard and being active for the duration of the sessions.</p> <p>Children are aware of Global sports events, nationally and internationally.</p>	<p>Celebration of in school and out of school PE achievements takes place during whole school assemblies.</p> <p>Athlete of the week medals are given to children in each class and are celebrated in phase assemblies.</p> <p>Examples of good learning behaviour are modelled throughout PE lessons and extra-curricular activities.</p> <p>Pupils are given opportunities to represent St Christopher at school competitions.</p> <p>Children and teachers are encouraged to wear full school PE kit on PE days.</p> <p>Disadvantaged Pupils are provided with PE kits and equipment to take part in extra-curricular clubs.</p> <p>Teaching and learning about how making informed choices about nutrition, diet and exercise improves health is cross-curricular (through PSHE, PE and Science) and is also promoted in assemblies.</p> <p>Amount of time that children are active in lessons is maximised.</p> <p>Global events are discussed and</p>	<p>£3884</p>	<p>Sporting achievements are celebrated during achievement assemblies, through school newsletters, on our website and on Twitter Children are allowed to wear the athlete of the week medal in class and to assembly. Therefore, promoting a shared love of sport by children, school staff and parents.</p> <p>There is a raised awareness and understanding of importance of making healthy choices through nutrition, diet and exercise, with children being more confident to make their own choices in relation to this.</p> <p>Raised profile continues to increase popularity of PE and sport.</p> <p>Children are given opportunities to demonstrate to others their developing skills in PE and sport during assemblies and competitions.</p> <p>Sports Coach and PE lead work closely with outside providers to ensure high-quality lunchtime and after school provision.</p> <p>Children show a desire to learn and improve and consistently demonstrate our school values.</p>	<p>More opportunities for children to participate in both inter and intra competitions regardless of ability. Providing more opportunities for SEN competitions.</p>

	promoted using display boards, assemblies and class activities.		<p>During lesson drop-ins, children are engaged and lesson time is used effectively in order to maximise the amount of time that children are active.</p> <p>Pupil voice indicates that children enjoy and value PE lessons.</p> <p>Most children wear school PE kits and very few children forget to wear their kit.</p>	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>The PE Subject lead, Curriculum lead, Sports Coach and Senior Leadership Team work closely to ensure that the P.E Curriculum offers a broad range of sporting activities in order to teach children specific skills and to develop confidence, competency and a love of physical activity amongst our pupils. Lessons are planned with clear objectives linked to The National Curriculum and Development Matters Framework for Early Years and show a clear breadth, balance and progression in skills across a range of physical activities and sports. Age related vocabulary is used in teaching and learning to promote fluency and understanding. An increasing number of staff are now supporting the children by delivering extra-curricular physical activity clubs. A number of staff also offer to support the sports coach at intra and inter sports competitions, this is growing the knowledge, skills and confidence in a range of sports.</p>	<p>Percentage of total allocation:</p> <p>10%</p>
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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 staff with professional development, mentoring, training and resources to help ensure confidence in teaching and delivering high quality clubs resulting in higher quality teaching. Skills audit of staff to identify specialisms in house for example; dance, hockey,	PE lead and Sports Coach to attend professional development courses before imparting knowledge to wider staff. Continued development of PE curriculum to ensure breadth of cover and opportunity.	£1942	Improved ability and skills for pupils. Development of curriculum plans. Improved confidence amongst staff teaching PE. Children and staff increased	All teaching staff to observe PE and sport coaches delivering lessons to upskill current teaching staff. A bank of resources to be added onto Teams for easy access and sharing of knowledge and skills to

tennis and football specialisms	<p>Staff confident to deliver quality sporting opportunities.</p> <p>Lunchtime supervisors to be trained to work cooperatively with children during lunchtimes.</p> <p>Golden Time, extra-curricular activities and lunchtime activities to provide greater opportunities for children.</p>		participation in attending and delivering extra-curricular sports clubs.	all staff members.
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>At St Christopher, we encourage healthy lifestyle choices and we pride ourselves on our commitment to promoting physical activities by providing a broad PE curriculum and a wide range of high quality extra-curricular clubs for our pupils. We are lucky to have two halls, large playgrounds and extensive fields which are used for PE, lunchtime, Golden Time, competitions and extra-curricular activities and we invest in high quality resources to provide a variety of opportunities for children to experience. Pupils are encouraged to try a range of activities and are supported to develop their interests and talents. Through our '11 by 11' initiative pupils were able to complete OAA activities at an external camping facility. Our whole school ethos promotes respect and resilience and this is embedded in all PE lessons, clubs, activities and competitions.</p>	<p>Percentage of total allocation: 40%</p>
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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:

<p>Additional achievements:</p> <p>Our curriculum at St Christopher is planned thoroughly to provide a wide range of activities and our extra-curricular activities provide significant enrichment activities in order to increase the participation, interest and skill level of pupils.</p> <p>Disadvantaged pupils those with SEND are approached directly and encouraged to participate in activities that they may not have the opportunity to engage in outside of school.</p> <p>Children have access to a wealth of sporting resources to experience a broad range of sports.</p> <p>Intra sport competitions has taken place engaging disadvantaged pupils and those with SEND.</p>	<p>Extra-curricular clubs are reviewed each term, to ensure that a wide range of sporting activities are offered.</p> <p>Equipment is audited and replaced frequently.</p> <p>Professional coaches are employed to increase the range of sports available.</p> <p>Where possible, clubs are offered free of charge and where a fee applies this is subsidised for disadvantaged pupils.</p> <p>More extensive OAA offered to due to '11 before 11' initiative.</p> <p>Intra sport competitions take place half termly with the team captains taking over most of the responsibility.</p>	<p>£7768</p>	<p>Planning and monitoring of PE lessons shows a broad range of sporting activities being taught progressively across school.</p> <p>Take up for extra-curricular clubs is very high and attendance for clubs is 95%</p> <p>Former pupils regularly return from secondary school to support extra-curricular clubs. Our children see that the children are still involved in sport after they have left St Christopher.</p> <p>Behaviour in clubs and lunchtime activities is excellent and in line with the school's behaviour policy.</p> <p>Disadvantaged pupils are targeted to participate in activities that they may not have access to outside of school.</p> <p>The sports coach regularly changes the extra-curricular activities to reflect the time of year, conditions and resources available and to reflect what sports, activities the children prefer.</p> <p>Children are excited to be part of clubs and are able to express their enjoyment of sporting activities.</p>	<p>Plan in more opportunities for intra and inter school competitions in a wide range of sporting disciplines.</p> <p>Develop the training of older children to plan and lead sporting fixtures for younger children.</p> <p>Y6 children vote on the election of two vice captains (one boy, one girl) for each of the four school teams. The captains meet regularly to plan intra-school competitions across the school for each year group.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p> <p>At St Christopher our PE curriculum is designed to be inclusive and lessons are differentiated to ensure that all pupils can succeed and excel in all aspects of PE. Progression of skills is evident through lesson plans, delivery and assessment Sporting successes and the recognition of perseverance and resilience is celebrated during lessons and assemblies.</p> <p>Competition is encouraged and pupils are supported to develop into fair, enthusiastic team players. During the academic year 2022/23, the children from St Christopher competed in 34 fixtures, across 6 different sports. Competitions included KS1 dance and gymnastics. KS2, football for boys and girls, both A and B team. UKS2 A and B teams were entered in football, indoor rowing, netball, cross country, and dance competitions. The Y5/6 girls and boys A teams enjoyed 8 league team fixtures (home and away) against other schools. Year 3 & 4 boys football teams enjoyed several friendly fixtures. In the absence of a formal netball league, the netball A and B teams played a number of friendly fixtures against other schools. The cross country KS2 boys and girls A and B teams competed in the Coventry Primary Schools Cross Country Championships were both teams finished within the top 20 for the boys for the girls An A team girl finished in 3rd position and two B team girls finishing in 1st and 2nd position. Pupils in Year 6 were once again able to compete in the Coventry Primary Schools indoor rowing competition with the boys' team finishing 3rd overall just missing out on qualification for L3 county final and the girls finishing in 2nd place qualifying for the L3 county final. The ever-popular sports day went ahead this year and followed a carousel format of events for each phase across school. This included Nursery and Reception taking part. Year 6 sports leaders and other pupils assisted with the organisation during the day and showed exemplary behaviour when supporting and encouraging their peers. Sports day is a competitive event with children competing for their school team in order to gain points and attempting to win the sports day trophy. Individual gold, silver and bronze medals were awards across the school for children who gained the most points. `</p>	<p>Percentage of total allocation:</p> <p>10%</p>
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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:

<p>Develop pupils' ability as team players and support them to become fair, competitive sports players.</p> <p>Arrange sporting friendly matches and transport to fixtures and competitions.</p> <p>Ensure inclusive approach in identifying children to take part in competitions.</p> <p>Continue to encourage girls to participate in competitive sports.</p> <p>Organise Sports Day</p>	<p>Whole school ethos to encourage fairness, perseverance and resilience.</p> <p>Sports coach to arrange sporting friendly matches and transport to fixtures and competitions.</p> <p>Sports coach to ensure inclusive approach in identifying children to take part in competitions.</p> <p>Arrange competitive girls' events.</p> <p>Sports day to be organised for all children.</p>	<p>£1942</p>	<p>Children showed themselves to be excellent team players by encouraging others, playing fairly and working together towards a shared outcome.</p> <p>Children from St Christopher competed in 34 fixtures, across 6 different sports.</p> <p>Intra team sport competitions organised by Team Captains.</p> <p>All pupils had the opportunity to participate in Sports Day.</p> <p>Achievements shared with parents, children and staff through school website, newsletters, Twitter and displays.</p>	
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Signed off by	
Head Teacher:	Clair Robinson
Date:	July 2022
Subject Leader:	Katie Small
Date:	July 2022
Governor:	
Date:	