

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 funding make additional and sustainable improvements must use the 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages 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 had to travel to a different venue, we made use of a full 25m. 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

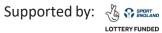
To ensure quality swimming teaching, this year we used the facilities at a local private school utilizing their highly experienced ASA linstructors and excellent facilities. While this meant that the children swimming pool allowing the children to reach the goal of swimming 25 metres more easily. 60 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	Baseline	Post lesson
distance	Assessment	Assessment
25 metres +	17 children (28%)	33 children
		(55%)
5 – 15 metres	22 children	15 children
	(37%)	(25%)
< 5 metres	21 children	12 children
	(35%)	(20%)













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

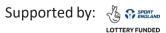
Academic Year: 2022/23	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of <u>a</u>	Percentage of total allocation:			
primary school pupils undertake at le	ast 30 minutes of physical activity a c	lay in school		20%
Here at St Christopher, we encourage ch	ildren to take an active role in their heal	th and wellbeing v	vith PE and school sports playing an	
important role within this. Weekly PE les				
equal opportunities to participate in sess				
are aimed at improving each child's unde	•			
competency in readiness for beginning t	, , -		•	
competitions. The sports coach continue				
displaying the school games characterist carefully and progressively, and lessons	•		·	
Within this curriculum, children are taug			·	
support and challenge every child. Succe	— · · · · · · · · · · · · · · · · · · ·		· · · · · · · · · · · · · · · · · · ·	
lunchtime and afterschool extra-curricul		~	•	
lunchtime we offer a range of physical a		• • • • • • • • • • • • • • • • • • • •		
activities ranging from skipping, balance	boards, pogo sticks and football. Where	possible, we prov	ide and encourage active learning	
within the classroom and outside allowing	-	~	· · · · · · · · · · · · · · · · · · ·	
allow for children to chose a variety of p				
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to achieve	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	are linked to your intentions:	allocated:	pupils now know and what	next steps:
and be able to do and about			can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
All children across the school are	Our sports coach plans high quality sports activities which are embedded	£3884	1	Gain more pupil voice to establish
involved in at least 1 hour of physical	what sports children would like to			
activity each day.	access in order to increase			
				participation in sports.
Museum and alich is well astablished to de-	Organized lunchtime clubs for Y1 – 6		opportunities to access to skilled	
Wraparound club is well established and			sports coaches/teachers during	
embedded to encourage more pupils to	badminton, dodgeball, rounders and gymnastics.		extra-curricular clubs, lunchtime and Golden Time activities.	
	gyiiiiasucs.		Doluen Tille activities.	















attend school earlier, get involved in activities and support working families.

Children can choose from a range of sport activities as part of Golden Time each Friday.

Children are given the opportunity to ioin a range of extracurricular activities after school and during lunchtimes

SEND children have access to a trampette and exercise bike. Lunchtime equipment promotes physical Golden Time activities for all children activity, with hoppers, stilts, pogo sticks, from KS1 and KS2 include several basketball, balance boards and footballs available to use on a rota system.

At lunchtimes pupils can play with activities: skipping, table tennis, space hoppers, balance boards, pogo sticks. pro shot.

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.

Additional sports coaches from professional organisations are employed to ensure that specialism and skills are used to develop children's ahilities

options with a focus on physical and outdoor activities.

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.

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.

A football pitch and ball is provided for LKS2 and UKS2 for use during morning and afternoon break and lunchtime.

Pupil voice indicates that children feel motivated by the promotion of Local. National and International sports events.

Staff have the opportunity to be being upskilled by working alongside specialist sports coaches and are proactive during curriculum delivery and after school clubs.

Children from all year groups have opportunities to work with specialist sports coaches.

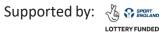
Via the curriculum, early years and KS1 children develop skills and knowledge in movement, body and object control. In LKS2 and UKS2 the children progress to playing adapted versions of well know sports and games. In turn, confidence and resilience is developed so that children feel comfortable competing at extra-curricular clubs, intraschool team events and ultimately inter-school competitions with other schools.

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.













			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. 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. Pupil voice indicates that children enjoy both extra-curricular sports activities and those activities offered in Golden Time. Extra-curricular clubs operate at full capacity and are well managed between the Sports Coach,	
			capacity and are well managed	
The PE Subject lead, Curriculum lead, Spot broad range of sporting activities to teac amongst our pupils. Lessons are planned for Early Years and show a clear breadth, Age related vocabulary is used in teaching	being raised across the school as a tool orts Coach and Senior Leadership Team work children specific skills and to develop conflewith clear objectives linked to The National balance, and progression in skills across a reg and learning to promote fluency and under and international sporting events through a virtual platform.	k closely to ens fidence, compe I Curriculum an range of physica erstanding.	sure that the P.E Curriculum offers a tency and a love of physical activity d Development Matters Framework al activities and sports.	Percentage of total allocation: 20%
Intent	Implementation		Impact	













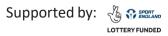
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has	Sustainability and suggested next steps:
what they need to learn and to consolidate through practice:			changed?:	
	Celebration of in school and out of		Sporting achievements are	More opportunities for children to
	school PE achievements takes place	£3884	celebrated during achievement	participate in both inter and intra
Continue to raise profile of sports and high quality physical activity for all	during whole school assemblies.		assemblies, through school newsletters, on our website and on	competitions regardless of ability. Providing more opportunities for
	Athlete of the week medals are given to		Twitter Children are allowed to wear	
	children in each class and are		the athlete of the week medal in	
Children continue to be given choices	celebrated in phase assemblies.		class and to assembly. Therefore,	
about the types of curriculum activities			promoting a shared love of sport by	
	Examples of good learning behaviour are modelled throughout PE lessons		children, school staff and parents.	
Focus on health and wellbeing for all	and extra-curricular activities.		There is a raised awareness and	
children including identified groups.			understanding of importance of	
	Pupils are given opportunities to		making healthy choices through	
Greater shared understanding of how	represent St Christopher at school		nutrition, diet and exercise, with	
making informed choices about	competitions.		children being more confident to	
nutrition, diet and exercise improves			make their own choices in relation	
	Children and teachers are encouraged		to this.	
	to wear full school PE kit on PE days.			
Quality of curriculum including coverage,			Raised profile continues to increase	
_	Disadvantaged Pupils are provided with		popularity of PE and sport.	
_	PE kits and equipment to take part in			
	extra-curricular clubs.		Children are given opportunities to	
Sports coaches and teachers model high	L		demonstrate to others their	
1 .	Teaching and learning about how		developing skills in PE and sport	
	making informed choices about		during assemblies and competitions	•
	nutrition, diet and exercise improves			
	health is cross-curricular (through		Sports Coach and PE lead work	
	PSHE, PE and Science) and is also		closely with outside providers to	
duration of the sessions.	promoted in assemblies.		ensure high-quality lunchtime and	
			after school provision.	
· ·	Amount of time that children are active			
events, nationally and internationally.	in lessons is maximised.		Children show a desire to learn and	
			improve and consistently	
	Global events are discussed and		demonstrate our school values.	















promoted using display boards,	
assemblies and class activities.	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.
	Pupil voice indicates that children enjoy and value PE lessons.
	Most children wear school PE kits and very few children forget to wear their kit.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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.

Percentage of total allocation:

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:
·	PE lead and Sports Coach to attend professional development courses	£1942	Improved ability and skills for pupils.	All teaching staff to observe PE and sport coaches delivering
resources to help ensure confidence in teaching and delivering high quality clubs	before imparting knowledge to wider staff.		Development of curriculum plans.	lessons to upskill current teaching staff.
resulting in higher quality teaching.			Improved confidence amongst staff	
	Continued development of PE		teaching PE.	A bank of resources to be added
Skills audit of staff to identify specialisms	curriculum to ensure breadth of cover			onto Teams for easy access and
in house for example; dance, hockey,	and opportunity.		Children and staff increased	sharing of knowledge and skills to















	ifestyle choices and we pride ourselves de range of high quality extra-curricular grounds and extensive fields which are high quality resources to provide a var and are supported to develop their interes es at an external camping facility.	s on our commitme r clubs for our pupi used for PE, lunch riety of opportuniti terests and talents.	ls. time, Golden Time, competitions and es for children to experience. Pupils Through our '11 by 11' initiative	Percentage of total allocation: 40%
Intent				
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:













Additional achievements:

Our curriculum at St Christopher is planned thoroughly to provide a wide range of activities and our extracurricular activities provide significant enrichment activities in order to increase the participation, interest and skill level of pupils.

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.

Children have access to a wealth of sporting resources to experience a broad More extensive OAA offered to due to range of sports.

Intra sport competitions has taken place engaging disadvantaged pupils and those with SEND.

Extra-curricular clubs are reviewed each term, to ensure that a wide range of sporting activities are offered.

Equipment is audited and replaced frequently.

Professional coaches are employed to increase the range of sports available.

Where possible, clubs are offered free of charge and where a fee applies this is subsidised for disadvantaged pupils.

'11 before 11' initiative.

Intra sport competitions take place half termly with the team captains taking over most of the responsibility.

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Planning and monitoring of PE lessons shows a broad range of sporting activities being taught progressively across school.

Take up for extra-curricular clubs is very high and attendance for clubs is Develop the training of older 95%

Former pupils regularly return from secondary school to support extracurricular clubs. Our children see that one girl) for each of the four the children are still involved in sport after they have left St Christopher.

Behaviour in clubs and lunchtime activities is excellent and in line with the school's behaviour policy.

Disadvantaged pupils are targeted to participate in activities that they may not have access to outside of school.

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.

Children are excited to be part of clubs and are able to express their enjoyment of sporting activities.

Plan in more opportunities for lintra and inter school competitions in a wide range of sporting disciplines.

children to plan and lead sporting fixtures for younger children.

Y6 children vote on the election of two vice captains (one boy. school teams. The captains meet regularly to plan intra-school competitions across the school for each year group.













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Key indicator 5: Increased participation in competitive sport

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. 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 3^{rd} position and two B team girls finishing in 1^{st} and 2^{nd} 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 2^{nd} 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.

Percentage of total allocation:

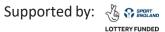
10%

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:	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:













Develop pupils' ability as team players	Whole school ethos to encourage	64646	Children showed themselves to be	
and support them to become fair,	fairness, perseverance and resilience.	£1942	excellent team players by	
competitive sports players.			encouraging others, playing fairly and	
	Sports coach to arrange sporting		working together towards a shared	
Arrange sporting friendly matches and	friendly matches and transport to		outcome.	
transport to fixtures and competitions.	fixtures and competitions.			
			Children from St Christopher	
Ensure inclusive approach in identifying	Sports coach to ensure inclusive		competed in 34 fixtures, across 6	
children to take part in competitions.	approach in identifying children to		different sports.	
	take part in competitions.			
Continue to encourage girls to participate			Intra team sport competitions	
in competitive sports.	Arrange competitive girls' events.		organised by Team Captains.	
Organise Sports Day	Sports day to be organised for all		All pupils had the opportunity to	
	children.		participate in Sports Day.	
			Achievements shared with parents,	
			children and staff through school	
			website, newsletters, Twitter and	
			displays.	

Signed off by	
Head Teacher:	Clair Robinson
Date:	July 2022
Subject Leader:	Katie Small
Date:	July 2022
Governor:	
Date:	











