

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

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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.

Total amount allocated for 2022/23	£17,180
How much (if any) do you intend to carry over from this total fund into 2023/24?	£3900
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 13,280

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: £17,180		Date Updated: July 23	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 26%
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:
Continue to raise the quality of learning and teaching in PE by providing professional development that supports children's progress in physical, health & fitness, personal, cognitive, social and creative aspects of physical education Raise the quality of subject leadership for PE leader that is new to role.	Building on from the previous year, REAL PE specialist to undertake CPD model of joint lessons and feedback discussions half-termly throughout the school year with all year groups Pavilion Dance professional development through workshops with children Use Christchurch Partnership school sports teacher to work with and develop subject leadership including evaluation of current PE scheme Use specialist coaches and providers for team teaching & staff training to increase the knowledge and confidence of staff in delivering		£4422	There has been an observed improvement in HLTAs and teachers' confidence in the delivery of the Real PE curriculum approach Increased staff knowledge and understanding of high quality, progressive and systematic PE lessons in Reception ensured very high physical development outcomes for Early Learning Goal being met (95%+) Children in Year 2 who had received Real PE lessons since Reception could demonstrate and articulate physical development learning as well as the attitudes and dispositions	PE leader to research Complete PE ready for adopting this new scheme for 2023/24 (due to network and CPD sharing opportunities with Christchurch schools as they all use Complete PE). This is to build on the ingrained good practice taken from Real PE. Staff receive training to deliver new scheme of work with the focus on adapting the space, equipment, task or people to ensure every child is successful in their physical development within a lesson and over time Develop further links and CPD opportunities with Pavilion

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	<p>PE.</p> <p>Purchase quality assured resources to support teachers and support staff. (PE equipment, music sound system for dance and active warm ups)</p> <p>Incorporate simple and effective assessment using the wheel provided by REAL PE which will ensure progress for all children</p>		<p>needed to improve</p> <p>HLTAs and teachers' feedback focused on drawing out specific success criteria for fundamental movement skills as well as learning characteristics such as stay focused, practice, stick at it</p>	<p>Dance – incorporating performance</p> <p>Gymnastics TeamTheme coach to work with teachers during gymnastics unit (or Christchurch Partnership school sports teacher recommended professional)</p>
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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:
17%

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>Ensure all pupils have access to a range of physical activities during play and lunchtimes (as well as in active time and daily continuous provision in Reception).</p> <p>Increase sustained active travel to school</p>	<p>Timetable for Reception is adjusted and REAL PE programme followed to ensure 20-30 minutes of daily active time in Reception</p> <p>Children with self-esteem, physical and vulnerable concerns are prioritized to attend clubs and there is monitoring of attendance (ensuring maximum uptake)</p> <p>Make sure midday supervisors shadow the TeamTheme sports</p>	£2934	<p>2 Clubs have been set up to target the least active pupils. Over 30 different pupils have attended these clubs from Year 1 and 2, with majority coming from the least active group.</p> <p>Increase in % of pupils attending extra curricular clubs and demand is high</p> <p>95%+ achieved the ELG for physical development in</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> <p>Ensure maximum participation in clubs run after school for</p>

	<p>coach at lunchtime so they can develop expertise and evolve the games – encouraging least active to participate (create games and activities that can be independently accessed and led by children with supervision from midday supervisor)</p> <p>Ensure the amount of physical activity in PE lessons is discussed during feedback with teachers</p> <p>Outdoor sports and play equipment is purchased for lunchtime use (target and aiming) and Reception play area</p> <p>Launch & embed Live Streets Travel Tracker for increased and sustained active travel (park & walk, walk, scooter, cycle)</p>		<p>Reception with vast majority achieving the REAL PE assessment criteria for their age and stage.</p> <p>Significant participation in Living Streets initiative led to active travel to school during the year.</p> <p>Midday supervisors have encouraged active play and led more games at lunchtimes with support of sports coach</p>	<p>Year 2 and Year 1 at lunchtime (paid for by funding)</p> <p>Increase staffing to ensure there is a midday supervisor to lead active games on a daily basis</p> <p>Ensure lunch clubs for Year 1 and 2 on non PE days (Year 2 will have 2.5 hours a week due to club and PE lesson time)</p> <p>Replenish lunch equipment further so that all children can be active</p> <p>Consider holiday club opportunities and fund where appropriate</p> <p>Look at less time consuming (admin) ways to promote active travel to school – eg: local authority initiatives, newsletters</p>
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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:
				9%
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:
Engage learners in new and different experiences such as new sports and new experiences with local providers. Ensure children understand the enjoyment, skill, perseverance and dedication required to be a sports person Ensure children have a range of different multiskills to try at lunchtimes and after school, recognising that practise (with feedback from adults and peers) will lead to improvement	Use Sports Premium where appropriate to provide experiences and transport to access: Actively promote the enjoyment, skill, perseverance and dedication required to be a sports person in 'to be inspired' sports assemblies Promote the enjoyment of physical activity in PE lessons and lunchtimes Celebrate participation in clubs outside of school in assemblies so that children inspire others to take part Invite those that do not attend an activity outside of school to come to the multi-skills after school club	£1550	High quality lessons delivered in engaging activities. Happy engaged pupils. Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions. Increase in % of pupils accessing extra curricular clubs Feedback from pupils. Children have been celebrated for taking part in clubs outside of school Learning characters have been referred to through sport (in lessons and assemblies)	Ensure there is a direct and explicit link between our learning characters and physical development in lessons leading to good learning dispositions and attitudes Ensure games in Complete PE can be set up and practised at lunchtimes and that midday supervisors have access to the TOPS cards and games packs Make sure there is duplicate equipment to use at lunchtime for these games Ensure guest coaches from a range of sports throughout the year eg: Pavilion Dance, gymnastics, elite athletes

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				8%
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: To offer a broad range of physically active experiences to pupils</p> <p>Ensure our school is 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 different activities in order to develop social skills, leadership and communication outside of school.</p>	<p>Make sure your actions to achieve are linked to your intentions: 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"> • Dance project and festival • Outdoor activity days • Additional competitions outside of the School Games programme <p>Year 2 to attend a Low Ropes and Outdoor Adventurous Activities centre to increase confidence and team building</p> <p>Introduce gymnastics and Dance as further extra-curricular activities to broaden experiences as a result of survey.</p> <p>Work with Pavilion Dance to ensure they incorporate agreed aspects of dance movement from our intended curriculum</p>	<p>Funding allocated: £1422</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed? Children have benefitted from expert dance teacher in lessons</p> <p>Increased after school participation in new gymnastics and dance clubs (with waiting list)</p> <p>Year 2 experienced outdoor adventurous activities and learnt about safety and the balance of risk</p> <p>Year 1 children learnt a dance and performed at the Regent Centre at a festival</p>	<p>Sustainability and suggested next steps: Ensure there is free participation to clubs at lunchtime and after school for Years 1 and 2 (with TeamTheme)</p> <p>Incorporate Pavilion Dance into the curriculum that leads to performance to an audience</p> <p>Allow Year 2 children to decide on their preferred extra-curricular sports club</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:

15%

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>Provide opportunities for all children to challenge themselves through both intra and inter school sport</p> <p>Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events</p>	<p>Engage with School Games Organiser and attend competitions run by the Christchurch School Sport Partnership.</p> <p>Engage more staff/parents/volunteers and young leaders to support attendance at competitions.</p> <p>Select children who we feel would benefit most from the opportunities available in the Christchurch Partnership events calendar.</p> <p>Review attendance data and identify children for appropriate opportunities.</p> <p>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.</p>	£2500	<p>All children took part in a successful Sports Day that incorporated individual and team events – children could demonstrate aiming, movement, balance and agility</p> <p>All children took part in mini-marathon fundraiser that focused on the need to stick at it and importance of fitness to carry out sustained physical activity</p> <p>A range of children engaged with inter school competitions based on multiskills and fundamental movement skills as well as football. Feedback from children highlighted the enjoyment they had in taking part.</p>	<p>Aim for a higher proportion of children in Years 1 and 2 to take part in at least one intra-school competition during the school year</p> <p>Increase number of in school competitions throughout the year (linked to units in Complete PE) so it is not exclusively Sports Day</p>

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