



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by





This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school’s core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils’ PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. <i>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.</i> 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		Further context relating to local challenges.
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 2021. Please see note above	62%	School has seen a decrease in swimming proficiency from pupils since the Covid-19 pandemic. School has also faced challenges with swimming pool being out of use for major refurbishment. This has prevented children having lessons outside and sometimes inside of school time.
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%	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%	
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: 2023/24		Date Updated: 25/6/24		
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				
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:
- Specialised sports coaches employed to deliver outstanding teaching and curriculum coverage	- On-going evaluation of the effectiveness of our curriculum including: • Time available • Quality of teaching and learning (Lesson planning and observation) • Staff Professional Learning • Access to facilities / resources • Pupil needs (Pupil Voice) • Explore opportunities for daily, targeted activity	- £12,370 (Progressive Sports Coaching)	- Increased pupil participation - Enhanced, inclusive curriculum provision - Enhanced quality of teaching and learning - Improved standards - Positive attitudes to health and well-being - Improved pupil attitudes to PE shown through pupil voice activity - Positive impact on whole school improvement	- Ensure team teaching as much as possible to upskill staff in the event of funding being pulled - Complete appraisal of teaching (all 3 members of coaching staff) once a term to monitor quality of delivery of curriculum
- Equipment purchased for use during curriculum lessons, reward time and sports day	- Purchase appropriate equipment for KS1 and KS2	- £250 (to be finalised)	- Children encouraged to have a love of sport through the use of high-quality equipment	- Continue to audit playground and sports equipment and replenish as necessary

- After school sports clubs run by Progressive Sports	- Decide on club focus - Ensure registers are kept to measure attendance at clubs to know what to keep and rotate for future years.	% of £5255 - (SuperCoach)	- Children encouraged to have 30 minutes of daily exercise (within school time) through the implementation of extra-curricular clubs	- Liaise with Progressive Sports to discuss equipment needed in order to deliver a quality PE curriculum. WIDER IMPACT AS A RESULT OF ABOVE ✓ Standards achieved in PE NC are exceptional with 94% of children achieving end of KS2 curriculum goals (based on Teacher Assessment) ✓ Pupils are more active in PE lessons-evidenced in baseline assessments ✓ Transferable skills evidenced across the curriculum
- Complete audit of PE resources and replenish as necessary	- Liaise with staff to ensure they have everything they need to deliver a quality PE curriculum (EYFS)	N/A	- Resources audited and organised to encourage members of staff to utilise equipment across the curriculum. New indoor netball posts and protectors bought due to increased numbers in Netball Club, new football goals and posts due to the increased numbers in Football Club. Dodgeball set purchased due to high interest in Progressive ASC with the vision to host this in the winter cooldown of football.	Some equipment on monitoring to look at upgrading soon. (footballs, football goals, rounders posts, tennis rackets & more). Look to purchase new equipment from existing and alternative sports. (table tennis equipment, disc golf basket and discs, archery equipment).

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
- Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.	- Achievements celebrated in assembly (competition results and participation awards.).	- £95 (End of year sports awards) % of £5255 - (SuperCoach)	- All pupils at some point in the year have taken part in assembly. - Genuine buzz surrounding competition results and visible enjoyment of sport evidenced - Inactive children targeted for intervention - HLP children targeted for intervention - Areas of strengths and weaknesses identified and used to inform teaching of PE during curriculum time - Identified talented children to help progress technique at a high level. - Opportunities for children most in need of extra-curricular	- Benefits of raising the profile of PE and increased expenditure observed by SLT - Continue to liaise with external providers to provide annual health and wellbeing days WIDER IMPACT AS A RESULT OF ABOVE ✓ Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self-esteem. ✓ 72% of school (KS2) involved in sporting related after school clubs (up from 66% last year and 43% the year prior).

- Additional new Chancel sports kits obtained for multi-sports to promote school's sporting profile at local and regional competitions. To have our school's kit be recognisable for professionalism and quality of sport.	- Companies contacted and custom kits sourced for our school that match our needs.	- Funding received from local sponsors and PTFA.	physical activity given - Children have a new excitement for competitive sport and the want to represent our school in the local area.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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 Coordinator to attend regular networking and skills-based courses throughout the year	- Liaise with local schools and SGO to identify opportunities for School partnerships	- TBC	- Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. - Subject leader more confident when undertaking lesson observations/team teaching - able	- PE coordinator is well trained in implementing changes school-wide, ensuring all children get the best opportunities afforded to them

			to provide effective feedback and lead discussions.	- Aim to have CPD sessions once a year for all staff targeting an area of PE/Wellbeing This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport (should the opportunity arise) both within and outside the curriculum. WIDER IMPACT AS A RESULT OF ABOVE ✓ Increased uptake of children participating in sports outside of PE lesson time (lunchtimes) ✓ Well-trained staff will lead to a sustainable curriculum, regardless of funding
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:

- Enrichment days allow us to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	- Book days with SuperCoach (1 per half term)	% of £5255 - (SuperCoach)	- Increased engagement in physical activity - Wider participation encouraged as all pupils take part - Genuine enjoyment and love of enrichment days from all children	- Explore additional opportunities to promote wellbeing - Identify and train staff to lead inactive specific after school sessions if additional funding is suspended
- Pupil Premium and SEN only competition run to promote active lifestyles amongst children most in need	- Identify children to participate - Liaise with SuperCoach to provide intervention opportunities	- N/A	- Wider participation by pupils most in need of enrichment - Interventions undertaken for event which contributes positively to improving children's baseline results - Inclusive approach to physical activity promoted	- Ensure PE resources include alternative sports equipment e.g. boccia, disc golf, archery, trigolf - Continue to liaise with additional local sports clubs e.g. Rugeley Rugby Club, KidzRugby, Lea Hall FC, Brereton Social Raptors FC
- Intervention groups targeted based on Baseline assessment data with a focus on Nurture/ Inactive/HLP children.	- Identify children to participate - Liaise with SuperCoach to provide intervention opportunities	% of £5255 - (SuperCoach)	- Wider participation by pupils most in need of enrichment - Interventions undertaken for event which contributes positively to improving children's baseline results - Inclusive approach to physical activity promoted - Focused skills sessions targets areas of development - Small groups encourages a personalized approach to the children's specific needs - Quality intervention provision provided by specialized sports coach - Boosts sports skills and impacts positively on children's progress in PE	

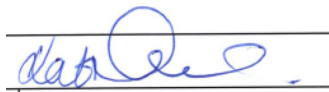
- Focus on large scale sporting events and celebrate, raise awareness where possible e.g Euros (men and women), World Cup (men and women), Olympics, Commonwealth Games etc.	- Liaise with Progressive Sports for enrichment opportunities to maintain engagement and focus for high calendar sporting events. - Plan and promote events in school to create a buzz for the events (team raffles, live screenings, prize giveaways).	- TBC - £30	- Boosts club interests. - Creates sport driven children who participate outside of school. - Creates friendly competition between peers. - Children have a diverse palette in sport and tried a wide variety.	- Date important events and plan accordingly. WIDER IMPACT AS A RESULT OF ABOVE ✓ Achievement in curriculum PE is very good and most children bring kit every week in order to take part in extra sporting sessions ✓ Increased uptake of children participating in sports outside of PE lesson time- positive percentage of school participate in after school clubs. ✓ Increased self-esteem/confidence/ resilience being promoted through the uptake of unusual sports, transferable across curriculum
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Key indicator 5: Increased participation in competitive sport

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:
Full participation and success in competitive inter-school sports - Interventions run to prepare children for competitions - Local school competition days to be hosted for additional opportunities for a range of age groups at Chancel and the wider area of Rugeley as well as raising our sporting profile.	- Target competition intervention groups to be run - Promote an inclusive approach to competitions whilst remaining competitive - School staff have business insurance to be able to take small groups of children to local tournaments - Identify intervention groups to be targeted - Liaise with Progressive Sports and parent/governor to ensure support and facilities for competition.	- £360 (coach travel) % of £5255 - (SuperCoach) No cost	- Chancel attended as many competitions as possible ran by local School Games Organiser. - Inactive, Nurture Group, HLP, SEN/PP interventions run, specifically targeting needs in a small, focused group	- Continue providing opportunities for staff CPD to ensure a culture of sport across school - Align curriculum coverage with upcoming competitions - Continue with communication with the new SGO to ensure there are opportunities for competition for all children - Confirm dates and liaise with Rugeley school sports leaders.

- Increase capacity of our most popular clubs: netball and football club (adults and children) to accommodate large interest and invite younger ages (27 and 35 pupils). - For pupil voice feedback to determine ASCs on offer throughout the year. - Create strong links with local schools to host friendly matches and share expertise.	- Parent/Governor assistance to ensure adequate number of adults available and to provide quality football practice. - Class questionnaires and drop boxes by Sports Crew. - Multiple sport friendlies with local schools at a variety of locations to increase profile and participation, and above all, give much needed competition and practice to our students.	- % of £5255 - (SuperCoach) N/A N/A	- Y4 get earlier opportunities to progress through football club, pick up transferrable skills and be ready for competitions. - Children feel involved in their PE provision and can choose a focus that suits them and their interests.	- Ensure enough adults can be present for the future years to maintain high turnout. - Continue to train Chancel Sports Crew to fully implement this in their routines. - Allocate time and effort to local schools to guarantee friendly matches happen each year.
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				WIDER IMPACT AS A RESULT OF ABOVE ✓ Improved standards in invasion games, contributing to Chancel's competitiveness ✓ Children demonstrate a positive attitude to sport and PE through pupil voice surveys
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Signed off by:	
Head Teacher:	Mrs K O'Hagan
Date:	09/2024
Subject Leader:	Mr Daniel Leese PE Co-ordinator DLeese
Date:	25/6/24
Governor:	Stuart O'Gorman
Date:	07/2024