

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 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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Chantry Community Primary School PE and Sports Premium Report 2020-21

What is PE and Sports Premium?

The funding is a ring-fenced grant for English primary schools to provide additional and sustainable improvements to the quality of PE, sport and physical activity. The number of eligible pupils each school has determines the sum of funding that they will receive. Where schools have sixteen or fewer eligible pupils, they will be given £1,000 per pupil. In schools where there are seventeen or more pupils who are eligible, schools will receive £16,000 in a lump sum and then an additional £10 per pupil thereafter. Schools are required to use this funding to make additional and sustainable improvements to the standard of the PE and sport which is provided. This is attained by: raising the profile of PE and sport; encouraging and ensuring that children engage in regular physical activity; increasing the confidence and skills of staff and children; offering a wide range of sports and activities within the curriculum, after school clubs and at break and lunchtimes and increasing participation in competitions whether this be inter school competitions or against other schools. Here at Chantry, we utilise our funding in a manner which allows us to improve our PE curriculum whilst also allowing for improvements in staff skills and knowledge. Alongside these improvements, children's participation and engagement with sport and physical activity, both for pleasure and competition, is also a focus an area we consider when investing the funding and in our planning. OFSTED will assess how primary schools utilise their primary PE and sport premium and what sort of impact it has on pupils' outcomes. This is in line with their 2015 framework.

The department of education sets out the following five indicators for areas in which schools should expect to see an improvement from the use of their Sports premium funding.

1. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge, and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Chantry's aims for the PE and Sport premium reflect those of the government but are worded slightly differently.

- 1) To engage children in at least 30 minutes of activity each day with the goal to be as close to an hour or more.
- 2) Develop all staff knowledge, confidence, and skills through a variety of methods.
- 3) To increase the number of children attending extra-curricular sports clubs.
- 4) To improve families understanding of an active and healthy lifestyle.
- 5) To raise the profile of sport and PE across the school.
- 6) To increase both the number of competitive events attended and the number of children who are attending- be this internally in school or against other schools.
- 7) Increase the opportunities for outdoor activity and inter- class competition.

| Key achievements to date until July 2022: | Areas for further improvement and baseline evidence of need: |
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| <p>School games – Award pending – 2022 – 2023</p> <p>School games – Gold award – 2021 – 2022</p> <p>School games – Gold award – 2019 – 2021 – retained through evidence as a result of Covid-19</p> <p>School games – Gold award – 2018 - 2019</p> <p>School games – Gold award – 2017 - 2018</p> <p>School games – Gold award – 2016 - 2017</p> <p>School games – Gold award – 2015 - 2016</p> | <ol style="list-style-type: none"> 1) Improve the regularity and quality of the daily mile and use of activities to break up long periods of sitting. (aim 1) 2) Continue team teaching with outstanding sports coach and utilising staff specialist knowledge. (aim 2) 3) Consistent: planning, deliver and reflection across the school on all PE. (aim 2) 4) Promote sporting success across the school, both internal and external, through the newsletter, social media and assemblies, (aim 5) 5) Increase the variety of after extra-curricular clubs being offered and variety of games or activities being offered at break and lunchtimes. (aims 1&3) 6) Continue improving knowledge of active and healthy lifestyles (aim 4) 7) Planning has already begun for September with regards to increasing outdoor time, physical activities and competitive events. (aim 7) |

Details with regard to funding

Please complete the table below.

| | |
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| Total amount carried over from 2021/22 | £3,483 |
| Total amount allocated for 2021/22 | £17,812 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £1,905 |
| Total amount allocated for 2022/23 | £17,789 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £19,694 |
| Total amount to be carried forward to 2023/24 | £4,659 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p> | |
| <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> | 65.38% |
| <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> | 53.84% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |

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?

Yes £2,500

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: | |
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| <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> | | | | | 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?: | |
| Increase activity levels of all children in accordance with the 30 minute a day requirement of physical activity. | <p>Daily mile (Chantry mile) Regular use of the running track, daily where possible.</p> | | £0 | Rather than tracking laps and progress each time, a baseline assessment is gathered to see which children can run continuously for a set period of time and then this is checked again later in the term to monitor for improvement. Noticeable improvements in enjoyment, attitude and number of laps over the course of the year. | |
| | <p>Break and Lunchtimes Games and structured sport during break and lunchtimes. Organised by MDSAs.</p> | | £0 | Increased focused activity at lunch times has led to additional use of equipment, increased opportunity to develop skills and fewer playground issues with regards to games. | |
| | | | Sustainability and suggested next steps: | | |
| | | | PE lead and sports coach track and monitor with the support of class teachers and staff. Progress this to allow student ambassadors to track and present information. | | |
| | | | Ongoing assessment of what children and staff feel is working and is of benefit. Expand the range of activity available and the expand the amount of child led activities | | |

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| | <p><u>Activity to break up long periods of sitting:</u> Go noodle; Shake it for eight; Simon says; Just dance; Copy the action.</p> <p><u>Sportscrew/Playleaders</u> To be restructured and implemented and monitored consistently again from early next year to ensure they are effective.</p> <p>Sporting equipment and resources to engage children in activity</p> | <p>£0</p> <p>(Part of the Bexhill Schools Partnership funding listed below)</p> <p>£1494</p> | <p>Teachers have reported, improved focus during lessons and improved productivity for longer writing pieces.</p> <p>Children have additional opportunities to be active. Children running activities will grow in confidence and display leadership and organisational skills.</p> <p>New equipment and resources have allowed children to access more activities in a safe and sensible manner. This has allowed them to grow and develop their skills, ideas and manipulation of resources.</p> | <p>that is offered alongside the free choice and adult led activities. Train and ensure playerleaders and Sportscrew are consistently performing their duties.</p> <p>Continue to explore the use of various activities during brain breaks and consider what works well to engage our less active pupils in this time.</p> <p>Increase numbers and range of activities. Have both focused groups and open ones. More accurate records of who is participating to track impact. Ensure this happens consistently from October.</p> <p>Ensure equipment is used and stored in a way which means that it lasts and does not need yearly/termly replacement. Teach the children games and activities to ensure equipment is used correctly. Train pupils to assist with checking and correct storing of equipment. PE ambassadors from each class to</p> |
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| | Up keep of the running track | £291 | Has ensured that the running track is safe and can be used year-round which has enabled us to take part in several events in school and use it for activity breaks. | assist with the storage of equipment. Research and highlight more sustainable and perhaps cheaper ways of maintaining the track and the impact this will have on usage and the environment. Continue to search for cheaper alternatives. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| Children and adults will understand why PE is important and why we do it and how it contributes to an active and healthy lifestyle. Sporting achievements will be celebrated on par with academic ones. PE and sport will be viewed as an important part of school life and daily life. | <p>Sporting achievement Is celebrated alongside academic achievements during celebration assemblies and in the newsletter.</p> <p>Pupil voice Formally completed once a year with questions asked more informally at regular stages throughout each term. Undertaken by LS Coaching staff, class teachers and Mr Smith.</p> | <p>£0</p> <p>£0</p> | <p>Raises awareness of success across the school and gives the children peer achievements to aspire to. Also keeps the wider school community in the know. Use of social media to share sporting success and activity.</p> <p>Has given a broader insight into the children's thoughts on PE at Chantry. All children asked stated they enjoyed PE and identified sports which they felt they had improved in. Children also identified the sports they would like to do more of and sports they would like the school to try and offer.</p> | <p>Continue to raise the profile of children's sporting success in school and out. Use of alternative media to promote in school activity and outside.</p> <p>Regularly obtain feedback from the children in both formal and informal ways. Continue to deliver a variety of sports via PE lessons and clubs whilst exploring the possibilities to expand this further – taking onboard the feedback provided by children and adults.</p> |

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| | <p>Staff audit Once a year to further understand where improvements can be made to bolster staff knowledge and understanding as a whole. Offer training and support where necessary.</p> | £0 | Has helped to develop an open dialogue between staff for sharing ideas of their own to develop knowledge. Has highlighted areas for training and further development. A further range of activities to keep children active during the school day without the need for equipment have been shared and staff feel they have more options to engage pupils. | Offer training and support where the need has been identified. Continue to encourage the open dialogue and broaden available resources. Continue to ask and review what staff feel they need. Have been able to offer staff training sessions from outside agencies, however, COVID impacted these taking place. |
| | <p>Sportsmark award Assembly at the start of the year to build on past foundations and continue to encourage children and staff to remain active and enjoy sport. Ensure values and standards are understood and help to encourage fun and competitive sport.</p> | £0 | Raises the profile of sport in school both to the children and the parents. Whilst giving a clear focus of what we should be doing and how to maintain this standard. | Consider moving for the platinum award next year. Have conversations early to see what is needed to achieve this and whether we meet the criteria. |

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

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| <p>Ensure that staff are able to confidently and effectively plan and teach lessons. As a result, improve the number of children who are ARE and above ARE in PE across the school.</p> | <p><u>Teacher audit</u> Formally completed once a year with questions asked more informally at regular stages throughout each term. Dialogue with sports coach and staff has developed and has been more open this year. This has led to team teaching being more effective and staff feeling like their skills and ideas are growing.</p> <p><u>LS Coaching</u></p> <ul style="list-style-type: none"> • An outstanding, former Premier sport coach, team teaches PE alongside teachers two days a week. • Opportunities to discuss and plan learning for each term and regular discussions on development of children's knowledge as the lessons progress. • Feedback on areas of improvement for children | <p>£0</p> <p>£14,270</p> | <p>Has identified areas for improvement in the provision of PE at Chantry and areas the teachers feel they could use more support or training.</p> <p>Increased engagement and participation within all areas of the PE curriculum.</p> <p>Increased student and teacher confidence in applying and teaching skills due to working alongside the outstanding coach.</p> <p>New outstanding coach has brought with them fresh ideas and activities which have helped to engage learners.</p> <p>Development of existing skills for staff has improved their confidence. As a result, the range of activities/exercises/skills taught to the children has expanded.</p> | <p>Provide relevant training for the areas staff feel they need. Improve the space and equipment we have at Chantry where possible to provide the best PE provision we can.</p> <p>Continue expecting the same standard of teaching as a minimum always aiming to be the best it can be.</p> <p>Maintain an open dialogue about the progression of learning with both staff and children, to ensure both parties understand why PE takes the shape it does.</p> <p>Explore further opportunities to improve staff knowledge through training offered.</p> |
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| | and adults. | | Revised and clear progression maps for each topic so that next steps are clear. | |
| | <p>Bexhill School Games Partnership</p> <p>Provide staff training sessions and PE Lead sessions/meetings, with opportunities to utilise knowledge of a collective group to improve staff and child abilities and attainment.</p> <ul style="list-style-type: none"> • Staff training • Sportscrew training • Gymnastics CPD | £400 | Children will effectively plan and engage their peers in a range of sports and activities because of the Sportscrew training. | Increase number of Sportscrew members with links to playleaders as well and allow them more freedom to plan the activities they do. Ensure this is happening consistently. |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

| Intent | Implementation | | Impact | |
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| 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: Increase the number of children attending sports clubs at Chantry, be these before, during or after school. | <p><u>After school and lunch time clubs.</u></p> <p>A wide variety of sporting club are offered to the children at Chantry. These include: cricket, football, girls' football, netball, stoolball, dance, yoga, tennis, multisports, athletics and</p> | £0 if teacher run. Set out in LS coaching expenditure listed above otherwise. | <p>Allows further opportunity for children to be active, have fun and expanded their sporting skills. Alongside preparing for competitive events and competition both inter and intra school.</p> <p>This year at Chantry 120 different</p> | This year, we have offered a number of different clubs having spoken with children about what they would like to do more of or try out. Speak to parents, staff and children about any clubs they would like to see offered. |

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| | rounders. | | children (57.14%) attended after school clubs. KS2: 77 KS1: 43. Of these children 28 (23.33%) were pupil premium. | We are also looking to identify lunch and break times and how these could be used for focused activities which would be led by sportsleaders/sportscrew |
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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 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: |
| Increased participation for all in competitive sports and extra-curricular activities. | <p><u>Bexhill School Games Partnership</u></p> <ul style="list-style-type: none"> Allows us to compete in a variety of competitive events starting against other Bexhill schools and then progress wider to the rest of Hastings and Rother in a wide range of sports. <p><u>Time to dance</u></p> <p>A group of KS2 children learnt a dance choreographed by one of our own teachers and performed this at the White Rock theatre.</p> <p><u>Specsavers 'Virtual' Sussex winter Olympics 2022</u></p> | <p>£ as above</p> <p>£ 0</p> <p>£ 0</p> | <p>Competed in a variety of competitions ranging from level 1 to 3.</p> <p>Competed against the other schools in Bexhill and further afield. Qualified for county finals in some sports.</p> <p>Children enjoyed being able to apply their skills in competitive environments away from school and seeing how their skills compared to their peers.</p> | <p>Compete in more events and try to expand these opportunities down to Key Stage One. Look to implement some friendly in school competition for KS1. Speak to KS1 staff and pupils and discuss further opportunities for these to happen.</p> <p>Increase the number of children competing/representing the school in competitions.</p> |

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| | <p>Allowed children to access competitive and fun events when schools</p> <p><u>Virtual London Marathon and one run global relay</u> Both of these events were conducting in school and included the whole school. Children were awarded a pin badge to celebrate their participation.</p> <p><u>Cricket</u> 19 children took part in the open and girls competitions held locally. The girls' squads finished 1st and 3rd respectively and were invited to county finals. The open squad finished joint 2nd and 3rd</p> <p><u>Football</u> Two boys' teams competed in a tournament at St Richards school. They finished 2nd and 3rd in their respective groups. two girls' teams competed in a tournament at St Richards and were they finished 1st and 3rd in their respective groups.</p> <p><u>Cross country</u> 14 runners from KS2 competed in the cross country at St Richard's. One of these finished 3rd in their group and two others qualified for the next round.</p> <p><u>Netball</u> A group of girls attended a competition at St Richard's and enjoyed further coaching and input at the same time which built upon skills and knowledge un competitive environment.</p> <p><u>Termly challenges</u> Inspired by the virtual games we have</p> | <p>£ 0</p> <p>£ 0</p> <p>£0</p> <p>Part of Bexhill school's partnership.</p> <p>Part of Bexhill school's partnership.</p> | <p>Results completed by not logged.</p> <p>Children have picked up individual and team honours for competing in these events and we are incredibly proud of their efforts!</p> | <p>Identify focused competitions with the intention of winning as many as possible. But also identifying the potential need for tactical sessions as well as skill.</p> <p>Apply and build on social skills through competitive game play and activity.</p> <p>Intra-class competitions/festivals/games throughout the year to encourage healthy competition and embed our Chantry values in these where possible. Year 5 and 6 have competed in one sporting event each long term and it has encouraged healthy competition between pupils and staff. Can this be rolled out to other classes to encourage children to build each other up and be supportive teammates?</p> |
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| | tried to offer our own termly challenges for the children to take part in and engage their family members with. | | Allowed staff the opportunity to be creative and inspire their own challenges. Children engaged well with this and helped to keep children active while at home and at school. | Relaunch and introduce these more clearly for each long term. Find clear ways of recording participation and ways to have pupils' ideas heard and shared. Can sportsleaders/Sportscrew have more input and say in what happens? |
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| Signed off by | |
| Head Teacher: | <i>Becky Reed</i> |
| Date: | 25/07/2023 |
| Subject Leader: | <i>B. Smith</i> |
| Date: | 25/07/2023 |
| Governor: | |
| Date: | |