

Evidencing the Impact of the Primary PE and Sport Premium

CHESTER
BLUE COAT CE PRIMARY

Action Plan
2021-2
Reviewed
July 2022

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2022:	Areas for further improvement 2022-2023 and baseline evidence of need:
<p>GOLD Sainsbury`s School Games Mark Framework award achieved for the first time.</p> <p>Entered more competitive sports events particularly inclusive ones than before through the SSP and CSSA (hockey, rugby, indoor athletics, boccia, kurling, football, netball and rounders). We entered the netball league for the first time this year and came 2nd.</p> <p>Commonwealth Games challenges completed across the whole school as individual challenges and as intra school competition for team points.</p> <p>Commonwealth `Lap of Hope` where the children all made posters for their hopes for the world in the future and wore them or ran with them at Sports Day in front of parents.</p> <p>Staff CPD—Observation of Premier Sports coaches, tennis, cricket and physical literacy.</p> <p>Playground leaders were trained through our membership with the SSP and this has led to daily sports activities being run by our year 5 and 6 children for the younger years. This has proved very popular particularly the team races and the dance days.</p> <p>2 hours a week of PE is now timetabled although where the 2 hours is not achieved in curriculum time it is made up by extra-curricular sports activities.</p> <p>More high-quality PE is being taught across all of the three Key Stages.</p> <p>Gifted and Talented Sports Session attended by year 6 pupils.</p> <p>Three members of staff are now fully qualified for Forest Schools.</p> <p>Children have been targeted for lunch time clubs led by coaches e.g. inactive or less able.</p> <p>Sensory circuits club for SEN has started again before school after COVID with two groups set up and a third opportunity for working 1:1 with children mid-</p>	<p>Continue to try and have extra swimming sessions taught in blocks for year 4, 5 and 6.</p> <p>Involve the staff more in the lessons led by coaches for CPD and continue to timetable 2 hours of PE lessons each week.</p> <p>To organise a PE fundraising charity event e.g. Skip2Bfit or hoops for health.</p> <p>Invite PE specialists to raise the profile of PE e.g. Paralympian, Hoops 4Health</p> <p>Aim to increase our numbers who do `active 30` in school times well as increase our club participation. Continue `DREAM` drop everything and move!</p> <p>PE Coordinator to continue to support staff to ensure progression in PE is taught e.g. focus on striking and fielding.</p> <p>Implement the use of the training received on the Active play through story telling – KS1</p> <p>Continue sensory circuits begin to invite parents in again post COVID.</p> <p>Involve parents more e.g. with individual challenges, Friday Fitness etc</p> <p>Start Forest schools with newly trained staff. Train the rest of the staff in the merits of forest schools and ways of using it across the curriculum and for the benefit of the `whole` child.</p> <p>Encourage sports leaders to organise intra school team competitions.</p> <p>Develop OAA resources. Contact local club.</p> <p>Allow more time for observation of PE lessons and coaches for staff and PE coordinator.</p> <p>Continue to include a wider breadth of sports.</p> <p>Encourage mid-days to participate in playground games more.</p> <p>Up level the school team football kit.</p>

week. There are opportunities within this club for leaders to support others. These classes promote positive mental health and well-being. Friday Fitness mornings now runs weekly before school with all staff timetabled to be involved and it has been brilliant to see parents and toddlers attend. This has all contributed to our 'active 60'. Lunchtime girls' only football sessions have been provided for by our sports leaders as well as a mixed after school football/rounders club run by Head teacher for the year sixes and numerous other clubs by Premier sports. Our sports leaders have successfully lead assemblies and challenges and helped with equipment and competition training. Established links with local clubs have been used to organise after school clubs and training – Hoole Tennis club, Chester Football club, Boughton Cricket club and West Cheshire Athletics club. Children`s Voice has helped inform future developments in PE across the school such as the need for more team work activities and to try and introduce more sports as we now have the equipment needed. Success is celebrated on Twitter. More catch up intensive blocks of swimming has been taught this year to year 4, 5 and 6. Progression within PE scheme was checked and gaps identified and filled e.g. athletics and OAA. Min-y-Don OAA for year 6 happened again after 2 years. Some extra places were paid for in the holiday Sports clubs. Staff Yoga started again.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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

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: 2021-22		Total fund allocated: £19300 plus £5000 carry over		Date Updated: July 2022		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity					Percentage of total allocation:	
Intent	Implementation	Impact to be reviewed July 2022	Sustainability and suggestions for the future			
<p>Encourage the children to be active and develop healthy lifestyles, targeting particularly on the inactive (Aim for at least 30 minutes a day)</p> <p>Enhance the consistency of pupil participation in sport/fitness activities offered throughout the school day as well as enhancing the lunchtime and afterschool position.</p>	<p>Continue with the Friday Fitness club involving parents and children before school every week. Staff help support running this throughout the year.</p> <p>Involve sports leaders in the running of lunch time clubs e.g. girl's football club, multi sports club, cross country. Train Playground leaders by SSP.</p> <p>Provide high quality extra-curricular sports clubs by professional coaches including Amasing, Change 4 Life Clubs – yoga, tennis, football, rugby.</p>	<p>Resources for Friday Fitness £500</p> <p>Resources £300 Part of SSP membership (£1500)</p> <p>£1000</p>	<p>Children of all ages have participated and it has been great to see particularly the year six children challenging themselves to run further each week. I have definitely seen an improvement of fitness.</p> <p>Huge impact on the playground leaders giving them confidence and loved by all the children.</p> <p>Children able to continue playing tennis outside school as rackets and balls also provided.</p>	<p>Continue next year. Possibly sign up some year 6 children to run this too.</p> <p>Involve mid-days more in child run clubs.</p> <p>Purchase more jackets for leaders to wear to make them visible. Buy more resources for this too. Ask children what they want.</p> <p>Next time think about other sports e.g. handball.</p>		

	<p>Facilitate access for some targeted children e.g. at holiday clubs.</p> <p>Encourage Sport outside school by continuing a Sports achievement book to celebrate PE outside of school.</p> <p>Facilitate Bikeability.</p> <p>Continue with Sensory Circuits club in the mornings run by KR.</p> <p>Encourage the use of the allotment area and new forest schools area to develop teamwork, communication and resilience.</p> <p>Teach more swimming to those who need it in UKS2.</p> <p>Whole 'inclusive' school sports days</p> <p>Continue to promote DREAM Drop everything and move!</p>	<p>£1500</p> <p>£100</p> <p>£1500</p> <p>£1000</p> <p>£1500</p> <p>£200</p>	<p>Children more active in holidays</p> <p>Children have been proud to show off medals and certificates. Link to team points</p> <p>Allows a good start to the day for many SEN children. Developing the use of sports leaders with this group to help with children and equipment.</p> <p>Chickens have raised a lot of interest in this new forest schools area. Seeds have been planted and small groups and classes have begun using this area.</p> <p>Massive progress was made but lots of catch up is needed due to COVID</p> <p>Include races, individual challenges, team skills and team work challenges.</p> <p>'Jump into June' was fun run by Mill View and started off the days well with the children ready to learn.</p>	<p>Continue this next year</p> <p>Buy new sports book to celebrate outside school sporting achievements. Raise the profile of this by showing in assembly</p> <p>Encourage other TA staff to observe for CPD next year. Possibly have staff CPD from KR for class sensory circuit sessions and mindfulness to develop the general mental health of the children.</p> <p>Forest Schools teaching will be launched next year properly after full training of staff.</p> <p>More next year is needed so repeat the extra swimming lessons</p> <p>Review with Staff and sports leaders.</p> <p>Look for a regular fitness class/website to use in the morning.</p>
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Key indicator 2: The profile of PE and sport is being raised across the school as a tool for whole school improvement			Percentage of total allocation:
Intent	Implementation	Impact to be reviewed July 2022	Sustainability and suggestions for the future
To improve the quality and breadth of PE taught and develop the pupil's wellbeing and motivation through a wide range of physical activities.	Provide opportunities for children to watch and participate in new sports e.g. Goal Ball, football golf, ultimate Frisbee, long jump, javelin, handball, cricket, archery, boxercise and lacrosse.	Resources: £200	Continue to use these in PE lessons after training in staff meeting or INSET Involve Boccia, curling, table tennis, noodles and weighted balls.
Involve the Sports Leaders to help raise the profile of PE and Sport.	Purchase new equipment to allow for all children to receive high quality PE teaching through carefully planned, differentiated and challenging sessions. Renew Sainsbury's award. Carry out pupil and staff surveys to find out what is going well and what can be improved on.	£2000	Buy large ropes for hall. Carry out a new equipment audit at the end of term and update equipment needed. Maintain standard and aim for Gold although the criteria changes, so just do what we do and strive to do it well! Aim for all to be active and want to improve.
	Friday Fitness Club set up for every morning on the MUGA for	Sainsbury's award GOLD Standard achieved!! Pupil and staff audit completed showing 100% enjoyment of PE across the school by the pupils interviewed and a broad and balanced curriculum was taking place. Suggestions for the future to be implemented.	Next steps as suggested by the children: More team work and competition activities and even more PE!
		Great to see young and old be active	Continue with Friday Fitness next

	<p>parents and children before school.</p> <p>Complete the Commonwealth Challenges as a school and involve the parents.</p> <p>Take part in the ‘Lap of Hope’ at Sports day.</p> <p>KS2 children to participate in the coloured teams and point system of competition. Award the cup to the winning team each half term. Present certificates to those upholding the PE school Games values.</p> <p>Make links with clubs.</p> <p>Enter inclusive sports competitions to allow access for all and to raise the profile of PE with those not usually as included in competition.</p>	<p>£50</p> <p>£500</p>	<p>together. Good challenges and improvement made by the children too.</p> <p>Sports leaders introduced this in assembly. Children enjoyed the different types of challenges involved. It was particularly good that it was linked to the Commonwealth values that could be linked to our Sports Values.</p> <p>Children made posters and year 4 wore them on their backs stating their hopes for the world in the future. This made a great statement to the parents.</p> <p>Cup awarded at the end of the year with smaller awards/certificates throughout the year.</p> <p>Cricket club, swimming, football, basketball, athletics and tennis club links were made and parents informed.</p> <p>More accessible sports competitions were entered e.g.</p>	<p>year.</p> <p>Look out for any individual challenges to participate in next year. Possibly as a fund raiser e.g Sports Relief.</p> <p>Perhaps next year choose a different value to support. Or again this could be done at a different time and used as a fund raiser.</p> <p>Promote the use of coloured teams in KS1.</p> <p>Continue to promote the use of certificates to promote the PE values and link to the school values across the curriculum.</p> <p>Can we make new links next year e.g. with hand ball? Or trampolining etc</p> <p>Try for inclusion awareness PE sessions/week aim for high interest and activity accessible for all.</p> <p>Invite Paralympian and make links</p>
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	Maintain display for PE.		<p>curling, Boccia and other events with our 3rd and 4th teams.</p> <p>Display has been continually updated with sporting activities.</p>	with Sports England clubs.
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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	
			Sustainability and suggestions for the future	
<p>To provide PE CPD to all staff teaching PE</p> <p>Train 3 members of staff as Forest school teachers.</p>	<p>CPD offered to all staff by Premier sports coaches</p> <p>CPD for teachers by Professional Cricket coach to year 4, 5 and 6 classes.</p> <p>Football coaches from Chester Football club</p> <p>Tennis coaches from Hoole Lawn Tennis Club at Mickle Trafford.</p> <p>Observation of Swimming teachers.</p> <p>Dance course.</p> <p>Staff complete survey to show impact of training.</p> <p>Identify any gaps in PE scheme of work.</p>	<p>£5415</p> <p>£900</p>	<p>Teachers able to learn different ways to differentiate and plan for progression from PE specialists.</p> <p>High quality teaching observed by teachers and TAs.</p> <p>Level 2 coach to observe swimming teachers to gain confidence to support next year.</p> <p>This ended up being a review of a website and so just a sales pitch.</p> <p>Staff now more confident to teach progressive, High Quality PE lessons.</p> <p>Gaps identified and resources being found.</p> <p>PE coordinator and staff trialling</p>	<p>Continue to encourage those people who said they were less confident on the staff survey to complete more PE CPD.</p> <p>Continue with INSET PE training.</p> <p>Look for new sports to be trained up in.</p> <p>Encourage Mid days to attend training or observe sports coach at lunch time in order to be able to support sports leader's clubs etc.</p> <p>Find a way to improve dance in school next year.</p>



	JF, RW and R now trained as Forest school leaders.	£4000	other PE schemes. Impact yet to be seen although forest school's area is really being developed and chickens are thriving, green house built from recycled products. The children are very excited to go to this area.	Focus on OAA and mental health and well being as well as team work skills and resilience next year.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

Intent	Implementation	Impact	Sustainability and suggestions for the future
To make the activities a broader range, accessible to all as well as individual challenges to encourage individuals to strive to do their best.	<p>Sensory Circuits for SEN pupils and those with sensory issues.</p> <p>Lunch time clubs with Premier Sports focusing on inactive and those most effected by COVID - year 2, 3 and 4.</p> <p>Sports leaders leading clubs for girls and playground leaders organising activities for the younger children.</p> <p>Commonwealth challenges and individual competitions taken part in.</p> <p>MH and VP run football, rugby, netball and rounders clubs as well as professional coaches</p>	<p>KR</p> <p>Premier Sports</p> <p>Netball and rounders tournaments have been entered for the first time.</p> <p>Children who attended the girl's football club have said they loved it and kept asking for more.</p> <p>Boys particularly enjoyed netball and say it is not fair that they can't do it at high school!</p> <p>All the children from KS1 and 2 completed these challenges and competed against each other.</p>	<p>Encourage more staff to lead sports clubs too.</p> <p>Direct those boys who like netball to mixed netball clubs and handball clubs.</p> <p>Coaches to teach games that can be used in the playground to encourage</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Intent	Implementation		Sustainability and suggestions for the future
<p>To reach performance levels and provide inter school competition opportunities for all including G&T and SEN</p> <p>To compete in half termly intra school tournaments so they are an integral part of the PE curriculum.</p>	<p>To set up lunch clubs and after school clubs to train teams so they compete in local competitions against other schools.</p> <p>To hold intra school competitions half termly within the classes/year groups using the school`s colour teams. Aim is to raise the profile of different sports in the school drawing on community interests. Points will be collected and the cup awarded. To introduce team captains for each colour team.</p> <p>Send teams to SSP and CSSA sports competitions.</p> <p>PE coordinator attends all CSSA meetings to keep up to date with local schools and sport competitions etc.</p> <p>Competitive team work and</p>	<p>CSSA £250 £800 £150 transport</p>	<p>Over 10 inter school competitions have been entered. These have included SEN, inactive as well as G&T children.</p> <p>The children are always keen to compete and have asked for more!</p> <p>We have had more children who have never been to an event than ever before.</p> <p>We have participated in sports never done before – netball and rounders - which has given the staff confidence to do it again for next year.</p> <p>Look into purchasing a mini bus or at least training to drive one to solve transport issues.</p> <p>Encourage other staff to get involved with supporting with these competitions.</p> <p>Continue to award team points for competitions within the school.</p> <p>More intra school sports next year.</p>

	<p>individual races and challenges at sports day. Award certificates to celebrate individuals who excel at one of these values. Try and include a link to the commonwealth games values.</p> <p>To organise special G&T and SEN sports competitions.</p> <p>New team vests, and football goals purchased.</p>	<p>£600</p> <p>£460</p> <p>£400</p>		
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Signed off by	
Head Teacher:	Matthew Hover 
Date:	10.7.22
Subject Leader:	Vicky Page
Date:	8.7.22
Governor:	Christine Russell 
Date:	11.7.22