

Evidencing the Impact of the Primary PE and Sport Premium

CHESTER
BLUE COAT CE PRIMARY

Action Plan
2023-2024

Evaluated July
2024

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 2024:	Areas for further improvement 2024-2025 and baseline evidence of need:
<p>GOLD Sainsbury`s School Games Mark Framework award achieved for the third time. More competitive sports events entered, particularly inclusive ones (football, football festival, girl`s rugby, mixed rugby, dodge ball, athletics, boccia, Curling, multi-skills, tennis, table tennis, cross country, football, netball, athletics, and rounders).</p> <p>Trained and run a playground leader`s program including some midday assistants. Sports Ambassadors trained from year 5 ready to lead in year 6. Gifted and talented workshop.</p> <p>European Sports day run by Chester University.</p> <p>Organised register of `children with concerns` to identify inactive, no progress, non-participation, EAL, and SEN. This provides information on the strategies that are being used to help these children access the PE curriculum or be more active outside the curriculum. Lunchtime Friday fun sports club offered to children identified as `inactive`</p> <p>Young leaders led dodgeball and basketball club.</p> <p>Entered Skipping Ninja Challenge and came second by doing the second most skips in a week across the whole school.</p> <p>Forest school staff have incorporated year group topics within the Forest schools lesson.</p> <p>Sensory circuits club for SEN running again before school with two groups set up and a third opportunity for working 1:1 with children mid-week. There are opportunities within this club for leaders to support others. These classes promote positive mental health and well-being. All staff have had training in the setting up of sensory circuits.</p> <p>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`.</p> <p>Lunchtime girls` only football sessions have been provided for by our sports leaders</p>	<p>Focus on Inclusion</p> <p>Develop Leaders</p> <p>Encourage sports ambassador`s activities and events</p> <p>Clubs run by children for focus groups – e.g. girls and those who may not access other clubs outside school.</p> <p>More swimming and focus on non-swimmers and those less confident.</p> <p>Use of mini-bus to enter events. More accessible.</p> <p>Monitor inclusion resources and planning for PE lessons.</p> <p>Focus on progression within the PE curriculum. PE leaders plan alongside staff as we reduce the use of Sports Coaches.</p> <p>Support ECT teachers new to the school.</p> <p>Continue to broaden the children`s access to different sports e.g. bicycles, cross country, athletics field events,</p> <p>Involve playground leaders earlier in the year and encourage to continue all year. Perhaps have different teams so it is not every week. Work on a half term rota?</p> <p>Continue Friday Fitness – Continue to encourage parental involvement.</p> <p>Make more of links with other clubs. Try new clubs e.g. trampolining or handball etc</p> <p>Continue to make Forest school complimentary to the wider curriculum.</p> <p>Make further links with the University.</p> <p>Develop sensory circuits for the children at playtime.</p> <p>Encourage 2 hours of PE a week.</p> <p>Aim for at least 30 minutes of activity outside of PE lessons each day.</p>

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.
 Girl's football team developed and tournaments attended.
 Team sports clubs for training.
 Continued to establish links with local clubs and have been used to organise after school clubs and training – Hoole Tennis club, Chester Football club, and West Cheshire Athletics club.
 Success is celebrated on Twitter and reported in the weekly newsletter.
 Pupil voice – meetings with PE reps.
 School survey (Youth Sport Trust) completed within each KS2 class to identify strengths and weakness for girls and boys and allow us to focus on future initiatives.
 Olympic themed sports day.
 Bikeability level 1 and 2 year 6
 Learn to ride sessions survey completed to target children unable to ride a bike independently.
 Balance bike reception and year 1 sessions TBC
 Orienteering (ENRICH) – further training to encourage the use of our new course.
 Min-y-Don OAA on residential for year 6.
 Extra places were paid for in the holiday Sports clubs and after school clubs.
 Staff Yoga – Mondays.
 Girls' only Football Day - planned and led by Year 6 girls. 'Let girls' play)
 Chester FC coaches taught Year 2 classes and helped with lunch with clubs KS1 and KS2 girls.
 Extra swimming taught in blocks for KS2.
 Invite PE specialists to raise the profile of PE e.g. Olympian
 Gazebo purchased for competitions and sporting events
 Purchased School Mini Bus and trained 6 members of staff in the MIDAS training to drive it.

Continued to use Kaboca for children's surveys.
 New girls' football kit organised.
 SEND inclusion training for staff.
 Continued to publicise training opportunities and courses to all staff, to develop skills in different areas of the PE curriculum.

Purchase outdoor clock

Focus on non-swimmers for swimming lessons (those who swim less than 25m)
 Disney shooting stars program for improving the development of fundamental movement skills and physical literacy targeting girls. (Involve KS2 sports leaders)

Meeting national curriculum requirements for swimming and water safety.	2024
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	56%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
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: 2023-24	Total fund allocated: £19300	Date Updated: July 2024		
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 2024	Sustainability and suggestions for the future
Encourage the children to be active and develop healthy lifestyles, targeting those children who most need it. (Aim for at least 30 minutes a day but encourage 60 minutes – including outside school)	Continue to promote Friday Fitness to all children and parents. Run every Friday morning 8:30am.		This has been enhanced by the addition of equipment to add variety e.g. skipping and basketball.	Continue
	Involve the children as Sports Leaders in the running of lunch time clubs e.g. girls' football club, dodgeball, basketball.		Cross country club led by a group of year 5 in the Spring term.	Encourage sports leaders/ambassadors to run/promote Friday fitness
Encourage more children to be involved in the active lunchtime and afterschool provision/clubs.	Train Playground leaders by SSP. Playground leaders now wear florescent jackets to stand out and attract more children to join in. A designated area for playground leaders has been set up. Sort timetable of activities and children to run them for break times	Part of £1500 SSP membership.	Playground leaders consistent with activities at playtimes. Well attended by younger children. Perhaps move this onto the field in the summer term to reach more children.	Continue with this next year Allocate a space on the field and have a specific box of resources. Aim for year 5 volunteers to work alongside the year 6 towards the end of Summer

				ready to continue in year 6.
	Provide high quality extra-curricular sports clubs by professional coaches including KIXX, – tennis, football, rugby, archery, gymnastics etc. Staff led clubs e.g. team practise, football, rounders, cricket, Friday Fitness and Change 4 Life Clubs.		The clubs are popular and the summer clubs attract children from other schools too.	If no KIXX sports coaches for lunch clubs then focus on sports leader run clubs.
	Facilitate access for some targeted children e.g. at holiday clubs, lunch clubs etc. Set up timetables for the active use of the field and MUGA.	£1500	Children who were targeted, attended and were more active in the holidays. The focussed Friday club, where children were invited to attend, were well received due to their quieter, less competitive nature	Continue with this next year.
	Encourage Sport outside school by continuing a Sports achievement book to celebrate PE outside of school.		Children have been proud to show off medals and certificates	Raise its profile in assemblies.
	Facilitate Bikeability and learn to ride sessions and balance bike sessions.		Year 5 and 6 completed this in September Learn to ride sessions booked for July.	Continue with this next year and promote active travel to school.
	Continue with Sensory Circuits club in the mornings run by KR. Focus on developing children’s confidence and physical literacy. Help be ready for the day. Organise a 1:1 session if necessary to help with transition to school.	£1140	Allows a good start to the day for many SEN children Focussed children attend regularly. Parents invited.	Continue next year. Now TA’s are trained in this more children have access to these circuits throughout the day.
	Continue with high quality swimming lessons to year 4,5 and booster sessions to year 6.	£1230	Swimming lessons attended and parents informed of achievements.	Focus more on the non-swimmers next year.
	Whole ‘inclusive’ school sports days. Focus on Olympic Values. Put lines on field. For EYFS, KS1 and KS2. Involve sports leaders from year 6 and year tens from local high school to aspire the children to be leaders themselves as they get	£600	Local high school Year 10 attended. EYFS, KS1 and KS2 all sports days very inclusive. Well organised and attended by parents. Olympic Value poster made and displayed for parents to see. Certificates	Held Sports leaders meeting to gain feedback for next year improvements. Races were very popular!

	older.		were given for Shining Stars for those following the Olympic values. Races, individual challenges, team skills and teamwork challenges set.	
	Survey the children about how they keep active at school and what else would like to do more of to be active.		They wanted more games opportunities	Include games run by the playground leaders and sports leaders.
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 2024	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 participate in new sports e.g. dodgeball, table tennis. Continue membership with Enrich Orienteering.		Orienteering CPD offered to all staff from Enrich. Resources explored fully.	Encourage maintenance and continued use of Orienteering course.
	Purchase new equipment to allow for all children to receive high quality PE teaching through carefully planned, differentiated and challenging sessions. Sports Safe Check	£2150 £399	New equipment has enabled lessons and extra-curricular activities to happen. More space for storage too now with outdoor storage.	Ask staff for needs for next year.
	Sainsbury's award. Maintain the standard and aim for Gold. Aim for all to be active and want to improve. Allow equal access for boys and girls to activities. Aim for inclusion for all.		Gold award achieved.	Continue with the School Games Programme.

	Carry out Kaboca pupil and staff surveys to find out what is going well and what can be improved on. To continue to provide even more competitions as requested by the children in the last survey.		surveys informed decisions for clubs, competition, transition and resources purchased	Ask staff for needs for next year. Continue use of Kaboca next year for surveys as instant results and % given
	Enter inclusive sports competitions to allow access for all and to raise the profile of PE for all. Aim for equal access for girls and boys into sporting events including football.	Part of £1500 SSP membership	Inclusive tennis, Boccia and Kurling was enjoyed by a range of children across KS2. Girl's Biggest Football Day was organised by our girl sports leaders across KS1 and KS2.	Continue and develop
	Maintain and update displays for PE. Find ways to promote the PE vocabulary.		Display - 'How can we stay active and healthy at Chester Blue Coat?'	Continue next year raising profile of PE Use displays to inform and promote healthy, active children.
Involve the Sports Leaders to help raise the profile of PE and Sport.	Make Olympic values posters for Sports day and Olympic torches. KS2 children to participate in the coloured teams and point system of competition. Award the cup to the winning team. Present certificates/stickers to those upholding the Olympic Values.		Increased awareness of olympic values of Friendship, Respect and Excellence. Team points collected. Cup presented to winning team at Sports Day.	Focus more on sustainability without sports coaches so involve staff and sports leaders. Link school values to the School Games values. Put on display.
Use KIXX coaches to raise the profile of PE and provide quality first teaching in lessons as well as at lunch time and after school	KIXX to ensure high quality PE provision		Children accessed a wide variety of sports during lessons and lunchtime and after school clubs	Consider profile of PE in other ways next year Eg investing in a new PE scheme to support new teachers.

<p>Make links with clubs in the community</p>	<p>Make links with clubs: West Cheshire Athletics Club, Chester Football club, Hoole Tennis club. Continue links with the University e.g. year 3 and 4 tag rugby and the Year 5 attended the European Sports Day in September.</p>		<p>Events attended at the clubs by children and parents. Visits from tennis coaches from Hoole Tennis club and Chester FC. The children love the opportunity to go over to the university to use their facilities.</p>	<p>Continue and develop</p>
	<p>Take part in The Biggest Ever Football Session for girls. (Run by Chester FC, staff and sports leaders) European sports day attended at the University of Chester. Dodgeball festival</p>		<p>Very successful day. Chester FC coaches helped at lunchtime then worked with the year 2 children for lessons for a few weeks. Met up with another school to take part in fun sports activities run by the Sports Science University students.</p>	<p>Continue to raise football for girls and continue links with Chester FC Maintain University links. Focus on active, inclusive fun!</p>

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	
To provide PE CPD to all staff teaching PE	CPD offered to all staff by KIXX coaches Observation of professional coaches: Football - Chester Football club- Year 2	£4415	Teachers able to continue to develop and learn ways to differentiate and plan for progression. Also, to gain more confidence. High quality teaching observed by teachers and TAs	Continue to support and encourage staff members who less confident or need some support. Continue to collect information from staff survey and act on responses.
	Observation of Swimming teachers. (y4, 5 and 6) Staff will use swimming lessons as a CPD opportunity. Staff will carry out extra sessions in the classrooms to recap water safety		Staff given resources to recap water safety and informed children.	To be included every year
	Update for ENRICH training for OAA and orienteering using our new orienteering points and resources.		Staff training well attended and activities refreshed with Enrich instructor. Staff more confident to use school grounds and Enrich resources Staff more confident to teach OAA.	Continue to use resources next year and make use of phonics resources on school grounds.
	PE Inclusion staff meeting. (All staff) Sensory circuits staff training. (All staff	Part of SSP	Staff who took part gained confidence along with new ideas	Continue to use resources and ideas next year

	More staff attend Paediatric first aid training.	£300	April 2024	
	3 staff members now qualified as Forest School Leaders 5 afternoons of forest school lessons delivered across the school	£2550	Lessons are delivered across the whole school including nursery successfully and enjoyed by the children.	Continue next year Cross curricular links will be developed alongside class teachers

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

Percentage of total allocation:
%

Intent	Implementation	Impact	Sustainability	
To make the activities a broader range, accessible to all as well as individual challenges to encourage individuals to strive to do their best.	Sensory Circuits for SEN pupils and those with sensory issues.		Positive start to the day for children who access this. Gives strategies to help with dealing with situations e.g. determination, resilience, self-control etc	Continue next year and develop the role of leaders within these sessions.
	Continue to use ENRICH cross curricular orienteering which is permanently fixed around the school.		More access to the OAA part of the PE curriculum across all the years including EYFS due to the phonics course set up.	Encourage use of resources provided by ENRICH
	Lunch time clubs with KIXX to focus on children who are not accessing sport or who are reluctant participators. Focus on different activities e.g. archery		Children selected and attended at lunch time – Friday Fun club etc Koboca survey carries out– all enjoyed the clubs	Focus on inactive next year or reluctant participators. Consider provision at lunchtimes
	Complete the playground leaders training.	Part of SSP	Daily playground games organised by the children at break times and lunchtimes.	Appoint new sports leaders. Encourage year 5 to get involved earlier for ease of transition. Give designated area on the field in the summer

				so the children know where to go.
MH and VP run football, netball, cricket, table tennis and rounders clubs			Children enjoyed clubs and feel more confident with the sports rules and feel they can go on to High School to play in a club or team.	Continue next year
Sports coaches to deliver high quality curriculum sessions in different sports – KIXX			Confidence, skills and knowledge of various sports has improved. Children are inspired by coaches and enjoy PE.	Confidence to continue a sport.
Year 5 took part in the Amasing training and performance including dance.	£200		Performance with other schools in Chester Cathedral	Consider for next year
Min-y-Don OAA activities – climbing, canoeing, archery, orienteering, cycling etc Support the cost for some children to go.			Children have had access to OAA and physical activities they would not normally access	Continue with residential next year
Promote mental Health wellbeing by being a 'My Happy Mind' school	£2195		This continues to help children how their brain works and strategies to use when stresses or upset etc.	Consider other ways to support children with their mental well being
Forest school timetabled across the school to link to the curriculum. Children gain an understanding of outdoor activity beyond team sports and develop a passion for outdoors as well as developing fine and gross motor skills through independent and team activities.			Forest School well established and enjoyed by children. Creative activities planned through individual and team groups	Teachers to work with Forest School Leaders to link to curriculum for each year group
Join in with JUMPX skipping competition across a whole week to encourage fitness and skipping.			The children responded really well and were very keen to take part.	Look for online national competitions next year whole school can participate in to encourage fitness and possibly against other schools

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Intent	Implementation	Impact	Sustainability and suggestions for the future
To reach performance levels and provide inter school competition opportunities for all including G&T and SEN	To set up lunch clubs and after school clubs to train teams so they compete in local competitions against other schools. KIXX / VP / KC / AH		Over 10 inter school competitions have been entered. These have included SEN, inactive as well as G&T children. This has allowed a wide range of children to compete.
To compete in half termly intra school tournaments so they are an integral part of the PE curriculum.	To hold intra school competitions half termly within the classes/year groups using the school's colour teams.		Competing in teams has been a motivator for children and introduced a level of competition that has increased resilience and promoted school games values.
	Competitive team work and 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.	£100	Competing in teams has been a motivator for children and introduced a level of competition that has increased resilience and promoted school games values.

To enter more competitions for the lower KS2 and KS1 as well as the upper KS2	Send teams to SSP and CSSA sports competitions. To enter the netball league again. Enter the football Biggest Football event ever for girl's tournament. Hold competitive individual and team activities at sports day.	£250 CSSA £250	More children than ever have participated in an event. Participating in new sports has given the staff confidence to do it again for next year	Encourage other staff to get involved with supporting with these competitions.
	Train some staff to be minibus drivers to take children to events to enable it to be more inclusive.	£600	5 staff members trained and passed the course More pupils able to participate through the use of mini-bus	Continue use of mini bus next year
	Cover provided for staff members to attend competitions with children	£180	More pupils were able to participate in competitive sport	Continue next year. Consider other staff members to attend
To keep informed of competitions and link with PE coordinators	PE coordinators attend all CSSA meetings.		PE co-ordinators attended and are well informed about local initiatives and events.	Continue next year

Signed off by	
Head Teacher:	M Hover
Date:	7.7.24
Subject Leader:	V Page A Harrop K Cooper
Date:	30.6.24
Governor:	Chris Mann
Date:	7.7.24