

Primary PE & Sport funding

At St Chad's CofE Primary School, we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

Total underspend carried forward from 2021/2022	£0.00.....
+ New grant for this academic year 2022/2023	£17710.....
= Total available for 2022/23 to be spent by 31st July 2023	£....0.00..

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 and baseline evidence of need:
<ul style="list-style-type: none"> • Health and wellbeing days held • We actively participated in the 12 days of Christmas • We took part in school games competitions • Our SSCo delivered CPD to Teaching staff. • Equipment boxes were provided for each class, so they had their own equipment to use at play time and lunch time to maintain active breaks. • We engaged with Teach Active throughout the year and all staff undertook CPD with Teach Active and weekly lessons are timetabled. They also take place during each Health and well-being day. • We promoted and took part in National School Sports Week activities at school. • We held a Sports Day, which was undertaken by each class and recorded and share with parents virtually. Complying with covid guidelines at the time. • School Games Recognition award gained. 	<p>Provide staff with support and guidance for how to ensure that any areas of skills under developed can be addressed next academic year.</p> <ul style="list-style-type: none"> • Reengage with cluster and partnership competitions as they arise. • Work with SSCo to provide Staff CPD next academic year. • Replenish equipment • Take part in National School Sports week. • Use this Sports day model to plan for whole school sports day with parents and families attending. • Prioritise swimming – pool booked for September 2022 • Ensure full offer of after school clubs is available again.

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	Sustainability
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:
At St. Chad's we understand the importance of physical activity and therefore ensure that all children access at least 30 minutes of physical activity during the school day. We will plan it into each day and use it to increase levels of physical activity - providing targeted activities or support to involve and encourage the least active children encouraging active play during break times and lunchtimes establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered adopting an activity programme raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim	<i>We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies. The actions being taken to tackle the issues presented are: Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Training in order to develop actions</i> 1) <i>We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times</i> 2) <i>We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs</i> 3) <i>We consult pupils about what extra-curricular activity they would take part in and strive to include this in our offer in order to reach our priority groups</i>	£3400 VRSP 190 SWIMMING TRAINING	<i>Children are regularly taking part in sport through their well planned PE lessons and extra fitness activities</i> <i>We make cross curricular links in our PE lessons.</i> <i>Teachers have provided sports clubs, TA's have supported teachers to help skill them up and increase confidence in taking a club for the following school year</i> <i>Outdoor learning has been a huge part of our investment in the school year, all children access the outside, Mr B has been supported by staff again to skill staff up. Pupils are encouraged to take ownership of the outdoor area.</i> <i>Our outdoor learning is impacting on our encouragement of our children and families 'healthy lifestyle'</i> <i>Playtimes are much calmer because children are more active, the play leaders are well trained and the games have a purpose. Behaviour problems have decreased.</i>	

	<p>5) We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active. Our midday assistants have attended training to help them develop more activity at lunchtimes and to support our PhysKids Playleaders.</p> <p>6) Our school has focused on supporting social reconnection with outdoor learning and have placed physical activity at the centre of this work.</p> <p>734) We have weekly Teach Active lessons</p>			
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Key indicator 2: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
Intent	Implementation	Impact	Impact	Sustainability
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:
<ul style="list-style-type: none"> providing targeted activities or support to involve and encourage the least active children encouraging active play during break times and lunchtimes establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered 	<p>We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.</p> <p>We have used the Active School Planner to create Heatmaps covering all classes and a range of target groups (including the least active, gender</p>	£3400 190 – swimming training	<p>Impact seen will in the first instance include sharing of the training with all staff and their response in identifying opportunities to incorporate more physical activity into the school day.</p>	<p>To receive more training on the Heatmaps</p>

<ul style="list-style-type: none"> • adopting a daily activity programme e.g active mile/golden mile/daily mile/smile for a mile or #EveryChildSkips • raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim 	<p><i>groups, disadvantaged etc). The patterns of behaviour shown by the Heatmaps .</i></p> <ol style="list-style-type: none"> 1) We have taken up the opportunity to offer whole staff 'Active Schools' training delivered by Vale Royal SSP to increase staff motivation, confidence and competence to incorporate more physical activity across the whole school day. 2) <i>We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times</i> 3) <i>We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs</i> 4) <i>We consult pupils (e.g. through the School Games Activity Survey on Koboca) about what extra-curricular activity they would take part in and strive to include this in our offer in order to reach our priority groups</i> 5) <i>Our Change 4 Life Sports club (or Club named something else which targets the least active pupils in the same way as C4L) in years 3 & 4 will encourage children to take up physical activities and maintain healthy lifestyles</i> 			
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	<p>6) <i>Our school runs a recreational running programme called the Active mile.</i></p> <p>7) <i>We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active. Our midday assistants have attended training to help them develop more activity at lunchtimes and to support our PhysKids Playleaders.</i></p> <p><i>Our school has focused on supporting social reconnection with outdoor learning as part of our COVID Recovery Curriculum and have placed physical activity at the centre of this work.</i></p>			
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Key indicator 3: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation	Impact	Sustainability	
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:

<ul style="list-style-type: none"> actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes) embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching we use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school 	<ol style="list-style-type: none"> 1) We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers. 2) Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport. 3) Staff have attended training which focuses on increasing attainment across the curriculum through physical activity in order to maximise the opportunities for our pupils to be physically active 4) Staff have attended Active Schools workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day. 	<p>£1000 Pe equipment £500 Playleaders Equipment Happy Lunchtime Training £1200</p>	<p><i>Children engaged with our sports role model that visited, children actively keen to sign up to a football team from the visit.</i></p> <p><i>Behaviour at playtimes has improved due to happy lunch time training and play leaders leading games.</i></p> <p><i>All staff on board with lunchtime activities.</i></p> <p><i>Children are respecting play equipment and resources due to training from staff.</i></p>	
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
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Intent	Implementation	Funding	Impact	Sustainability
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:	Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> introducing a new range of sports and physical activities to encourage 	<i>We aim to provide a broader range of sports and activities to engage all children. This means that we will seek</i>	£2850 Beth Tweddle	<i>More children are accessing school clubs, we have run a variety of sports clubs for both key stages. We make sure</i>	

<p>more pupils to take up sport and physical activities</p> <ul style="list-style-type: none"> providing more and broadening the variety of extra-curricular physical activities after school 	<p><i>the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.</i></p> <p><i>Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.</i></p> <p><i>School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.</i></p> <p><i>Our offer is inclusive, ensuring equal opportunity is presented to all groups</i></p>	<p>Cheshire Cricket £700</p>	<p><i>there has been a rota so all children can have a turn.</i></p> <p><i>We introduced new clubs to the school year, running and a netball club.</i></p> <p><i>Children enjoyed these clubs from the feedback of pupil questionnaires.</i></p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	Sustainability
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding Allocated</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> increasing and actively encouraging pupils' participation in the School Games 	<p>1) <i>Teachers attend a range of sport specific training courses to help us broaden the range of competitions we provide for our children. Our staff will attend training</i></p>	<p>£150 Sports day equipment</p>	<p><i>We have made sure that all children are fairly given a chance to participate in sporting events.</i></p>	

<ul style="list-style-type: none"> organising more sport competitions or tournaments within the school entering more sport competitions or tournaments across the local area, including those run by sporting organisations 	<p><i>focused on the School Games formats for intra and inter school competition</i></p> <p>2) <i>We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions</i></p>		<p><i>We make sure that we target children who would benefit from extra sporting activities.</i></p> <p><i>Children have been celebrated in school using social media to engage parents to encourage sport.</i></p> <p><i>Sports day planned which had a competitive nature.</i></p> <p><i>Children being put into houses has impacted on the children's competitiveness.</i></p>	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<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 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 2023. Please see note above.</p>	N/A%
<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>	N/A%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</p> <p><i>Remember, this element can be delivered on dry land</i></p>
<p>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?</p>	Yes/No

*Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

