



Sport Premium Funding April 2018-Sept 2019 (This is due to the conversion of becoming an academy)

Government Guidance on the Use of Sport Premium:

The objective is to achieve self-sustaining improvement in the quality of PE and sport in primary schools.




We would expect indicators of such improvement to include:



- The engagement of all pupils in regular physical activity - kick-starting healthy active lifestyles
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport
- To promote the mental health and wellbeing of all children


How is Chapelford Village Primary School using Sport Premium?


1. Target the inactive children within school
2. Encourage a life-long love of learning through a more active curriculum
3. To educate all children across the school about leading healthy and active lifestyles, including a balanced diet
4. To purchase resources to ensure delivery of High Quality PE curriculum
5. To purchase competition kits and resources to enhance the delivery of clubs and competitions
6. Support delivery of REAL PE across the school
7. Employ a PE specialist to work alongside teachers and support staff
8. Facilitate OAA for upper phase
9. Increase subject knowledge and confidence to deliver high quality PE and sport in school
10. To raise awareness of mental health and support children's emotional wellbeing

Our aim is to develop staff confidence, subject knowledge and capability in delivering high quality PE in school and ensuring that children's skills progress and they become all rounded individuals. We also intend to use the money on continuing to improve the number of competitions the children attend, the range of clubs on offer and improving children's overall health and fitness.

Action/Resource	Cost	Impact	Evaluation
<p>LiveWire</p>  <p>Membership</p>	£1,860	<p>We have utilised our membership with Livewire attending a wide range of competitions that have provided our children with the experience and opportunity to represent our school. Livewire has also given our staff CPD through insets and subject leader days.</p> <p>We have worked alongside Livewire to ensure that our Year 3 and 4 children have the opportunity to further enhance their swimming capabilities. As well as ensuring that our Year 6 children have met the national curriculum objective of swimming competently and confidently across the 25m.</p> <p>As a school, we have attended many of the change4life, engagement and explore days to cater for all children and give them the best opportunity to experience a wide range of non-competitive sports.</p>	<p>Membership provided continuous CPD for staff leading PE. LiveWire ensure that PE leads are up to date with current agendas and government legislation.</p> <p>Membership has been renewed for the next academic year and support from LiveWire prioritised.</p>
<p>Equipment for sports day, clubs, morning movers and kits for competitions.</p> 	£2046	<p>A wide range of equipment has been purchased to ensure that high quality PE lessons can be delivered. A ball trolley has been purchased to safely store and transport equipment when needed.</p> <p>Kits have been purchased, so that children can attend competitions and be recognised for their positive attitude, skills and team work. Children's confidence will improve representing the school in a more formal kit.</p>	<p>New equipment purchased and utilised to deliver high quality PE sessions to all children from EYFS - Year 6.</p> <p>New kits purchased for children to wear when representing our school at competitions and sporting events. This has ensured that all children participating in sporting events have felt part of a team. lessons. However, this is something that will need to be further developed and embedded during the next academic year.</p> <p>Pen drives uploaded onto the school server and PE lead has the masters.</p>
<p>Bike ability</p> 	Free	<p>Bike ability will be organised for the Summer Term for our Year 5 children. This course will be use to ensure that all children are aware of how important it is to wear a helmet</p>	<p>The Year 5 children now have an increased awareness of road safety. They are able to discuss about the positions they need to be in</p>

		when cycling. They will learn how to cycle safely and correctly on the roads and the positions they must be in at different points.	and can confidently ride a bike safely and competently.
<p><i>Futures in Mind</i></p> 	<p>£500 SLA Membership</p>	<p>We have utilised our membership with Futures in Mind to raise awareness of mental health and enhance the knowledge of staff in recognising the signs to protect innocent children from becoming mentally unstable. Staff members have had the opportunity to attend the mental health first training. We have had weekly opportunities for our children to seek advice and support from mental health leads and gain the confidence to talk through their feelings and understand the importance of positive mental wellbeing.</p> <p>We have drawing and talking which we offer to children who we feel needs to be supported in order to promote, protect and improve their mental health and wellbeing.</p> <p>Each classroom complete relaxation during the week, the children have responded positively to this. They have discussed how relaxed they feel after it. Children are beginning to recognise the importance of mental wellbeing and how to cope in a variety of situations.</p>	
<p><i>Prince William Award</i></p> 	<p>£9684</p>	<p>Skills Force has been used to promote the development of team work and has allowed children to work collaboratively and co-operatively with one another.</p> <p>They have been working with our Year 5 and Year 6 children to continue to develop their resilience and perseverance when faced with challenging situations. This has been used to provide CPD for staff on the activities which have been used to</p>	

		<p>develop and build on the fundamental skills.</p> <p>Children have focussed on developing and evidencing the progression of their transferrable fundamental skills.</p>	
<p><i>Commando Jo</i></p>	<p>£1975</p>	<p>During the Summer Term, children have had the opportunity to experience Commando Jo. Commando Jo begun to use the characters as a reference to resilience, perseverance and other lifelong skills.</p> <p>This is a resource that we are continuing to utilise and build on moving into the next academic year. Staff will be having CPD during the Autumn Term supporting their subject knowledge and offering activities which will build upon the children's fundamental skills.</p>	
<p><i>Warrington Wolves - Tag</i></p>  <p><i>Rugby Festival Supply cost for the day to allow a teacher to attend the event.</i></p>	<p>Free</p> <p>£150</p>	<p>Warrington Wolves Charitable Foundation provided our Year 3 & 4 children with a half term of specialist rugby coaching. Teachers have also supported with the sessions. This has given staff the opportunity to receive CPD. With a number of the staff supporting in the Year 3 + 4 tag ruby festival at Crossfields. All lessons were planned in line with the National curriculum requirements for PE to ensuring that pupils developed competence to excel in a broad range of physical activities, to ensure that they are physically active for sustained periods of time and so that they can engage in competitive sports and activities.</p>	<p>Year 3 and 4 children thoroughly enjoyed the coaching and feedback from teachers was extremely positive. Staff also agreed it was a good CPD tool to see how the rugby techniques are taught without being in physical contact with other children. Pupil voice was highly positive</p> <p>Over 50 3 + 4 children represented the school, putting their skills into practise during a tag rugby festival. This was largest competitive sporting event we entered during the academic year.</p> <p>The feedback from the children was positive and they thoroughly enjoyed representing the school on such relaxed yet fun and exciting event.</p>

<p><i>Competitions</i></p> 	<p>Free</p>	<p>Warrington School Sports Partnership has given every school in Warrington an entitlement to access the School Games School Games Mark Free government initiative through Competition, Young Leadership opportunities, Club outlets and Change4life clubs. In addition, they offered a partner school scheme enabling schools to access additional resources and opportunities to enhance their PE and school sport provision. Money allocated here is for supply cover and transport to enable children to attend.</p>	
<p><i>Healthy Schools Week 2019</i></p>	<p>£1,200</p>	<p>Children have worked on developing a good mental wellbeing. Children were encouraged to feel confident about themselves and have a positive attitude. The children now understand how to express a range of emotions as well as building good relationships with others. Children have discussed how to adapt in different situations and how they might feel as a consequence.</p> <p>This year's Healthy Schools Week has had a special focus on mental health and wellbeing. We have worked collaborating with agencies who have educated our children on how to deal with their emotions. Our big message during the week was that it is okay to be anxious, to worry, and to stress because everybody does. We have helped children develop an awareness of the importance of positive wellbeing, recognising the signs and understanding how control our emotions before they escalate.</p> <p>Activities were carefully planned to ensure that 100% of children accessed them. The purpose of this week was to ensure that all children gained an understanding of how</p>	<p>A successful Healthy Schools Week has enhanced all pupils understanding of what it means to be healthy and how to live a healthy lifestyle.</p> <p>Children gain valuable experience of unfamiliar sports/activities promoting healthy lifestyles and the importance of being active.</p> <p>Children took part in many mindfulness activities and the feedback about this was highly positive. The children could discuss how to deal with many of their feelings and emotions. This is something that as a school we are looking to further enhance and develop over the course of the next academic year.</p>

		<p>leading a healthy and active lifestyle is important to their body and mind. Children have taken part in a range of activities which has provided them with the experience of developing knowledge and skills across a broader range of sports.</p>	
<p><i>Happy Lunchtimes, Listening Space and Mindfulness Club</i></p>	<p>Staffing cost</p>	<p>Having Happy Lunchtimes has provided children with opportunities to experience a variety of activities which they democratically voted for themselves. This has had a positive impact on behaviour at lunchtime, children engagement into activities and has developed the awareness of turn taking, working collaboratively and expressing feelings. Children have responded positively to the clubs that have been provided and have targeted many of our vulnerable children. It has allowed the children to build positive relationships and a rapport when they would normally shy and struggle to interact. The feedback from children, as well as staff has been amazingly positive. It has allowed the children to express their emotions and understand the importance of deescalating situations that they may become involved in.</p>	<p>The quality of the lunch time provision provided was greatly enhanced due to the introduction of Happy Lunchtimes.</p> <p>Middays felt more prepared and equipped to deliver and lead zoned activities during lunchtimes on a daily basis. The feedback from them suggests an improvement in the behaviour of pupils as they had more respect for the midday assistants.</p>
<p><i>Play Therapy</i></p>	<p>£3035</p>	<p>Play therapy has been used to encourage vulnerable children to process and express emotions in other ways. It has been a useful tool to decrease undesirable behaviours and increase the capacity for children to regulate and understand their own behaviours in a more positive way. It has provided our vulnerable children with the opportunity to develop their independence and creative thinking. We have been working on improving the social skills across the school</p>	

		<p>and encouraging the ability to respect others. Children are building more positive relationships with each other and are showing respect towards each other.</p> <p>The is an area that we will continue to build on moving into the next academic year to ensure that children understand their self-importance.</p>	
<i>Employment of a HLTA</i>	Staffing cost	<p>A HLTA (PE specialist) was employed to support staff and the PE leader in sustaining the profile of PE across school. Children have been taught high quality PE for at least one hour a week by the HLTA. The PE lead has supported the teachers in planning, delivery and assessment of higher quality PE lessons. The children have been taught lessons which have targeted their needs, skill level and ability. They have been given the opportunity to lead, discuss and evaluate with each other.</p>	<p>Having a PE specialist supporting the delivery and infrastructure of PE meant that children received high quality PE lessons.</p> <p>Class teachers were supported in the planning, delivery and assessment of PE.</p> <p>Skills progression sheets were developed to support staff in assessing skills in their year group. They will be further used to demonstrate to staff where the child is for the next academic year and how they can achieve ARE.</p> <p>Staff feel much more confident preparing PE lessons, as they now have a clear vision of the skills within PE.</p> <p>Due to the passion and drive for PE, demonstrated by the subject leader, children were highly engaged and enthusiastic about PE lessons.</p>
<i>Sports Premium Grant</i>	£20,450		

Use of Sports Premium Funding for the April 2018- September 2019 (this is due to the conversion to academy)

Success and Impact:

Key Indicator 1:

- 100% of children received 2 hours of PE a week. This has resulted in children's engagement in physical activity as well as having a positive impact on their health and emotional well-being.
- Morning Mover initiative has continued which has encouraged children to become more physically active before the school day. This has had a positive impact on the children's learning.
- Increased participation of children in clubs from autumn to summer 2019 including PP and inactive children. This has led to an increase in the children's enthusiasm; engagement and confidence (see data analysis in subject file). However, this needs to be a focus moving into the next academic year as the uptake of clubs has not been as significant as previous years.
- Lunchtime clubs have encouraged children to become more active during lunchtimes. It has also improved the positive wellbeing of children as they are able to recognise and express their own emotions. Pupil voice suggests that the children enjoy the activities and participate in a different activity of their choice each day. This has resulted in a decrease in the amount of behaviour incidents occurring during these unstructured times.

Key Indicator 2:

- Continued to use sports ambassadors to be the voice of their peers and to raise the profile of PE. This has led to the children taking more ownership over the broad range of sporting extra-curricular clubs available, the variety of activities accessible during Healthy School's Week. This has increased the confidence of all children; they feel valued and enjoy contributing to increasing participation in PE and sport
- More equipment purchased as a result from staff feedback, PE audits and pupil voice. This has meant that staff can deliver high quality PE lessons confidently and competently using safe and accessible resources.
- More staff involved in providing PE and sport after the schooling day. This has created a more robust and sustainable PE culture in our school where children make informed lifestyle choices in a familiar and nurturing environment where staff develop an awareness of children expressing themselves.
- Most children are being taught for one of their two hours of PE by a PE specialist. This is providing the children with high quality PE lessons and promoting high expectations for all pupils and staff.
- Children are taking part in a variety of sports and activities focussing on the fundamental skills. (see pupil voice) These are developing a breadth of knowledge, as well

as enhancing children's skills across all year groups and maintaining a love of learning throughout.

- Children are inspired by positive role models from the sporting environment. (see pupil voice)

Key Indicator 3:

- Whole school REAL PE twilight to ensure that staff are confident with the delivery of REAL PE and the level of attainment made by all children.
- PE staff meeting to re-emphasise how to effectively teach for the progression of skills in PE. Staff audit has enabled PE lead to identify areas of further development moving into the next academic year.
- The focus of the lessons are now child centred and this has increased pupil's engagement in lessons as they are now more keen to learn and participate in the competitive element of PE lessons.
- When questioned, almost all children said that lessons were fun, challenging and exciting. The majority knew what the lesson objective was and could self- assess whether they had achieved the objective. This is developing children's awareness in skill progression, confidence and evaluative approach to learning.
- PE lead has been supported to monitor, evaluate and review the effective delivery of PE ensuring that skills are taught progressively across all year groups and that fundamental skills are consistently embedded.
- All teaching staff are beginning to successfully assess their students' PE attainment and progression in PE and beyond. We will continue to embed and review the provision to ensure consistency in the teaching and assessing of PE across school.

Key Indicator 4:

- All children demonstrated increased knowledge of the importance of leading a healthy and active lifestyle. All children now understand that it isn't just about being active, but also eating a healthy balanced diet, keeping hydrated, sleep and having a healthy mind.
- All children participated in a variety of different sports including yoga, taekwondo, boccia, tennis, rugby and dodgeball.
- Positive feedback from the children (see floorbook) suggests that have enjoyed the opportunities that they had during Healthy School's Week.
- Parental feedback is that children have enjoyed the daily mile which has been launched this year and will be more of a focus next year.
- Increased confidence, self-esteem and enthusiasm by all children and staff in PE and healthy living (see pupil voice and staff feedback).
- All children tried a new activity and challenged themselves during Healthy Schools Week.
- 100% of Year 3&4 children improved their rugby, co-operation, team work and fundamental skills; with many of them representing the school in the Tag Rugby Festival

at Crosfields. This was a fantastic opportunity for the 60 children to showcase their skills.

- Increased confidence and self-belief amongst the children that they can try new sports and learn new skills.
- Increased confidence amongst the least active and vulnerable children as many of them now participate in weekly physical activity. (See data)
- More extra-curricular clubs on offer from undertaking a pupil voice.
- At least 50% of teaching staff have delivered or will be delivering an extra-curricular activity during the academic year alongside the PE lead.
- Positive parent feedback about the broad range of extra-curricular activities on offer has impacted their child.

Key Indicator 5:

- More children competing in competitions and understanding the importance of fair play.
- Children from all year groups have attended inter-school competitions of a broad range of activities.
- As a school we have successfully competed in a number of competitions and a broad range each term (see sporting diary).
- In at least three of the competitions, we have made it through to the level 3 competition. (see sporting diary)
- Children provide positive feedback about the competitions they attend (see pupil voice).

Sustainability and Next steps:

- CPD on gymnastics and dance for staff to support subject knowledge and skill progression from staff feedback.
- PE lead to continue to monitor the assessment of all children and ensure that children are achieving ARE.
- Organise a Sport and PE celebration assembly once a half term where all achievements can be celebrated (in and out of school achievements).
- Continue to carry out pupil voice with the children to determine whether skills are being embedded as well as discovering the cogs that they have been following.
- PE lead to begin to create examples of what ARE and greater depth looks like in each area of PE.
- PE lead to continue to monitor and support staff in the delivery of REAL PE and assessment of PE. This will continue to be reviewed to ensure that we invest in the areas of development across the PE curriculum.
- Ensure that equipment is safe and accessible for staff, that lessons are pitched appropriately and that they are fun and engaging with clear outcomes. This will allow us to monitor the delivery of lessons, the engagement of children willing participating and responding more positively to the sporting, creative and culture opportunities being offered.

- Introduce Mindfulness minutes during the day with the PSHE lead to encourage children to have a healthy mind.
- Continue to monitor the provision of PE to ensure that we are supporting the children's emotional, cultural and physical development through a designed, relevant and purposeful curriculum.
- We will continue to encourage children to lead a healthy lifestyle through active learning and develop a culture where all children feel valued and aspired to participate impacting on a positive well-being.