

Chesterton Primary School
Sports Impact Budget 2020 - 2021

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Purchased equipment to support teaching of Cambridgeshire Scheme of work for PE, ensuring that children can have the best possible experiences in learning the different skills. • Introduced Active Math's and 5 a day TV to support daily 30 mins of activity. Classes have access to both to help enhance learning and being active • Organised Premier Education to run various afterschool and lunch time clubs. • Balanceability and Bikeability schemes being run for reception and children in Year 3 & 6. • Introduction of a broader range of sports being offered. We have run clubs throughout the year for dance, circus skills, cheerleading, badminton, netball, tag rugby, football, multi-sports, speed stacking, cooking, drama, gymnastics, dodgeball and forest schools. • Creation of Sensory room to provide a space to support those children with SEN, as well as targeting key children that may struggle in class and need sensory/active breaks to support in their learning. (To be installed November 2019) 	<ul style="list-style-type: none"> • Development of teaching staff in PE through support from Cambridgeshire School Sports Partnership. Member from the CSSP team to work with all teachers throughout the school year to support specific areas that teaching staff are less confident in delivering. • Spread swimming out across the year groups, with KS2 having swimming sessions for a term each year. • Continue to introduce a broader range of sports through lunchtime and after school clubs and provide information and links for possible clubs that children could join outside of school. Also promote healthy changes through a focus on 'health and wellbeing' delivered by Premier Education. • Consider how core skills are linked to sports and raise the profile of national sporting events.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	<p>% N/A</p> <p>Children have not been swimming or assessed since year 5 due to Covid.</p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<p>% N/A</p> <p>Children have not been swimming or assessed since year 5 due to Covid.</p>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<p>% N/A</p> <p>Children have not been swimming or assessed since year 5 due to Covid.</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. In previous years swimming was undertaken during the Summer term in Year 1, and Autumn/Spring of Year 2. In order to target those that have not yet managed to achieve the standard required by the end of Year 6, top up swimming sessions were introduced to take part during the Summer term in Year 4, and Autumn/Spring of Year 5. This year swimming is being switched to cover Year 3-5 KS2 classes and if children are still in need of sessions after this, smaller top up groups will be provided for any Year 6 that require this.</p> <p>Due to COVID, only children in Y6 went swimming after a survey went out to parents. This was to ensure that children who were not confident, or whose parents felt they could not swim 25m, were given the chance to learn.</p>

Academic Year: 2020/21	Total fund allocated: £19,394	Date Updated: 18.07.2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 0.82%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To bring active learning into the school in as many possible ways as possible. The school itself has a key focus on providing outdoor learning areas. This needs to be further supported through PE in as many areas as possible.	Introduction of the Daily Mile. Active 30:30 Resource pack Deliver staff training on these resources.	No cost	To be evidenced through observations after staff training has been undertaken. Discussions with children.	Children enjoy outdoor learning in EYFS and Yr1 though the use of their outdoor class room areas. Children are keen to do the daily mile but this has not been as regular as we had planned due to timetable restrictions. Develop a timetable of Daily Mile time for classes – begin with 1-2 times a week before increasing.
Play Leader training for Year 5 children to run active games during lunch times on KS1 and KS2 playgrounds.	CSSP support in training Play Leaders from Year 5. Children to help deliver guided active games for children during lunchtimes.	£160	Lunchtimes to have activities available on a daily basis for KS1 and KS2 run by the Play Leaders.	Due to Covid, play leaders did not take place. This has been booked in for the academic year 2021-2022.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.98%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure that correct equipment and resources are available for the successful teaching of all areas of the PE curriculum and are stored in appropriate areas to enable staff to access when needed.	Stock take equipment on a termly basis. Purchase new supplies when and if needed. Replace and increase storage units for sports equipment on All-weather pitch and Playground for Play Leader equipment. Support previous sensory room and circuits by buying new equipment to support the development. Provide suitable SEND PE equipment to provide for the needs of all children.	£70	Having own equipment to run different sporting sessions when best suits the needs of the class. Equipment readily available to staff on All-weather pitch. Sensory/SEND learners are able to participate in PE with the correct equipment.	PE equipment was purchased where needed. A range of SEND equipment was purchased to support the needs of sensory learners. To purchase new and additional equipment for the next academic year in line with the school's curriculum.
To ensure all children can participate in PE safely by having the correct PE Kit. Staff to model the correct PE kit when teaching and supporting PE sessions.	Involving parents in providing PE kits to the children. School to purchase additional kits for children who have forgotten/do not have access to them. All staff to ensure that they have an appropriate PE kit.	£0	All children wearing the correct PE kit during PE sessions participating. All staff getting changed for PE sessions.	Most children attend in the correct PE kits. Due to COVID, I was not appropriate to provide classes with spare kits. Teachers get changed into the appropriate sportswear ready for lessons. To provide spare kits for classes.
To provide opportunities for the school to raise money through sponsored sporting events.	Using the Daily Mile in conjunction with Geography activities to raise money for the school/charities.	£0	Children participating in the Daily Mile in school and at home. Increased fitness, health and concentration from the children.	Children and teachers enjoy the daily mile as a way of refreshing and keeping fit. N.S. To link this to other areas of the curriculum by having an initiative e.g. sponsored run/walk to a certain place.

<p>To respond to pupils sporting interests, provide opportunities for all children to participate in a range of sports.</p>	<p>To use balance equipment to support the development of learners who struggle with their gross motor skills.</p>	<p>£0</p>	<p>Having the correct, safe equipment for dance and gymnastics lessons. All children being able to participate and their learning needs met.</p>	<p>Investing in gymnastics equipment to support dance and balance teaching across the school.</p>
<p>To engage children with upcoming and relevant sporting events such as the Euro's and the Olympics.</p>	<p>To provide children with the experiences of different events. To understand the values that underpin worldwide sporting events and how sport can bring a community together.</p>	<p>£120</p>	<p>Children engaging with different sporting events that usually wouldn't. Providing accessible and fun opportunities for the children to learn about their communities.</p>	<p>Children enjoyed the Tokyo themed Olympics. All children could engage with the learning and learnt about the key values of the Olympics.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improve quality of children's physical education throughout the school to ensure they are competent and confident.	CSSP support for the school year. PE Coordinators to have access to CSSP for support in planning for PE sessions and to feed back to staff in any areas concerned. Coaches to come in to work with staff and up-skill teaching.	£900	Supporting new teachers with their delivery of PE in the curriculum. Discussions with class teachers regarding lessons/improvements. Providing the correct/appropriate equipment to support delivery of PE lessons.	The PE curriculum next year has been designed to build on the strengths of teachers. Teachers have been able to discuss their lessons and how to improve. The equipment was replaced where necessary.
To improve staff confidence when teaching Cricket. Chance to Shine Cricket to support teachers in teaching of Kwik Cricket.	Teaching staff to support Chance to Shine coaches and learn from coach	No Cost	Discussions with teaching staff about confidence of taking this on themselves the following year.	Classes 1-4 enjoyed the cricket coaching. This provided teachers an opportunity to learn about the teaching of cricket and how to differentiate for different learners. Continue to provide cricket from Chance to Shine in 2021-2022.
To support/improve teachers with their PE subject knowledge and delivery. Including the inclusivity of all children (high and low ability) and being able to differentiate lessons appropriately. Real PE is a unique, child-centered approach that transforms how we teach PE to engage and challenge EVERY child. It has been developed to inspire teachers to enjoy teaching PE and transforms their confidence to deliver outstanding lessons.	Introduction of REAL PE. Teachers to have training in REAL PE to help raise the profile of PE in school and among children that are less likely to participate in PE. Teachers to observe a REAL PE coach delivering a lesson to a group in their key stage.	£2,640	Observations of staff. Discussions with teaching staff about confidence levels. Discussions with children about enjoyment/participation in PE.	The introduction of REAL PE has supported the teacher's professional development. Teachers are more confident with their delivery of PE and how to differentiate appropriately. Based on feedback from staff and pupils, the PE curriculum has been designed for the next academic year so that REAL PE is built in with the Cambridgeshire scheme.
Subject leader training to support the development of PE across the school.	Attending courses/meetings through CSSP subscription.	£300	Development of action plans and curriculum overviews for teachers.	Support with the PE curriculum and sports designed to fit in with both curriculums.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 81.29%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to provide a variety of sports clubs for children to attend during lunch time or after school. Premier Education	Continue to build links with clubs in the area to provide a varied and enjoyable sports clubs.	£640 – Dance Club (Active Play) £640 – Forest School Club (Active Play) Premier Education £8545	Check on numbers of children attending various clubs. Seek to change clubs that are obtaining low attendance. Discussions with children about the clubs and what sports they would like to try.	Children enjoyed the clubs provided, despite being in bubbles. Plan to arrange more clubs for after school sessions. Coaches to lead activities in lunch times for children.
To experience a range of sports and activities outside of the normal sports on offer <ul style="list-style-type: none"> • BMX day – sporting athlete • Scooter wise bolt on 	Outside agencies to deliver sessions to children to encourage, inspire and motivate fitness. To have a range of visiting athletes to support and encourage children's participation in sport.	Package deal - £900	Children to have the experience of a range of sports not generally offered and to have exposure to a variety of sports. Possibility of starting After School clubs based around these sports.	Children enjoyed the visits and were inspired by the athletes. There was enthusiasm across the school for scootering and children were keen to take part.
To experience a range of sports and activities outside of the normal sports on offer	To have a range of visiting athletes to support and encourage children's participation in sport.	£0	Athlete visit by Sean Rose. Children took part in a fundraising event to raise money. There was a high level of participation in the event and children got to speak to a Paralympian.	Provide more opportunities across the school for fundraising events to encourage and motivate the children with their fitness.
Children to have confidence in experiencing a range of sports and to encourage being active in a variety of ways.	Active Play	£5040	Children to have experience of PE sessions lead by specialized members of staff. Children to engage with sessions outside of their usual PE curriculum.	Children in EYFS and KS1 enjoyed sessions lead by Active Play. They were differentiated to ensure all children could participate and there was a high level of engagement.
Introduction of cycle safety to Y3, Y4, Y5, Y6.	Children to learn how to ride a bike safely.	£0	Children being able to cycle safely following correct road procedures.	There was a high level of engagement with the cycle safety scheme and parents are keen for their children to participate in the next academic year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To participate in intra and inter schools sports competitions.	<ul style="list-style-type: none"> • Plan curriculum to fit in with the CSSP competitions schedule. • Ensure staff are aware and teaching 'Mini Festivals' from Cambridgeshire PE curriculum. • Transportation to sports events if required. • Links with NCA and take part in festivals hosted by them. 	<ul style="list-style-type: none"> • £1000 	<ul style="list-style-type: none"> • To be evidenced upon participation of intra and inter school competitions. 	<ul style="list-style-type: none"> • Discussions with teaching staff about upcoming competitions. • Teaching staff to highlight potential children to participate on inter school events