

Primary PE & Sport funding

At Charles Darwin Community 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 2020/2021	£ 0
+ New grant for this academic year 2021/2022	£ 19,029
= Total available for 2021/22 to be spent by 31st July 2022	£ 19,029

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

Please note: Although there has been considerable disruption throughout 2020 & 2021 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
School Games Platinum Award held for two years 2017-2019 (not available in 2020-2021) Sport England Quality Mark Range of extra-curricular clubs available (limited due to covid restrictions) Teach active lessons in place	Apply for 2021-2022 School Games Quality Mark Continue to expand range of extra-curricular sports clubs on offer Increase the number of children who attend sports clubs Increase the number of active lessons taught each week

Key indicator 1: 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	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	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 • 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 • advocating active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times) 	<ol style="list-style-type: none"> 1. 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. 2. We have used the Active School Planner to create Heatmaps covering all classes and a range of target groups (including the least active, gender groups, disadvantaged pupils). 3. Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Training in order to develop actions for the areas identified by our Active School Planner Heat Maps. 4. 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 		£ 8000	<ol style="list-style-type: none"> 1. Outcomes and best practice from training sessions have been shared with all staff which has led to an increase in physical activity across the day in all year groups. 2. Following findings from the Heatmaps, and using the Active School Planner, we have seen an increase in physical activity during core subjects across the school. This is particularly evident in KS1. We have also seen daily 5-a-day session across the school to increase daily activity in every year group. 3. As a school, we have seen an increase in physical activity during core subjects across the school. This is particularly evident in KS1. 	<p>Continued subscription to VRSSP</p> <p>Continue to access YSP and VRSSP training for subject leader and staff across the school.</p> <p>Continue to update the school's Heatmap, identifying areas of lower activity and targeting these for increased activity throughout the school week.</p> <p>Continue to use the Active Schools resources to increase activity in core lessons</p> <p>Continue to use 5-a-day fitness daily in classes</p> <p>Further increase the range of activities available at lunchtime and break time as well</p>

	<p>to incorporate more physical activity across the whole school day.</p> <ol style="list-style-type: none"> 5. 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 6. We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs 7. 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 8. Our Change 4 Life Sports club in years 3 & 4 will encourage children to take up physical activities and maintain healthy lifestyles 9. 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. 10. We have engaged with the British Cycling balance biking programme Ready Set Ride and the Big Pedal to improve pupils' skills and 		<ol style="list-style-type: none"> 4. We have seen an increase in physical activity during core subjects across the school. This is particularly evident in KS1. 5. Daily 5-a-day fitness sessions are used to increase every child's daily 6. At least 20 after school clubs run each term (including those requested in pupil voice). 54% of children attended an after school club this year. This is an increase of 14% compared to attendance at clubs during times of covid restrictions and comparable to attendance prior to school closure. . Lunch and break time sport session are run by school staff. 7. See 6 8. Participants in the C4L club have shown increased engagement in active learning and in PE lessons. They have also engaged in more active play with play leaders on their non C4L lunchtimes. 9. PhysKids playleaders provide opportunities 	<p>as continuing to expand the range of extra-curricular activities available (according to pupil voice)</p> <p>Expand C4L offer to include more year groups.</p> <p>Continue to train Phys Kids leaders and midday assistants to increase the amount of active play at break and lunch times.</p> <p>Embed Ready, Set Ride programme across the whole of EYFS and KS1</p> <p>Increase the number of pupils attending active after school clubs by surveying pupils to ascertain popular club choices and providing these termly.</p> <p>Continue to focus on the link between physical activity and good mental health as part of the recovery model.</p> <p>Swimming lessons have been booked for y1-y6 next year with the</p>
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	<p><i>confidence and support them and their families take up more active travel to and from school buying class sets of bikes to facilitate this.</i></p> <p><i>11. 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> <p><i>12. We took part in National School Sport Week designed to encourage engagement and celebrate physical activity across the whole school.</i></p> <p><i>13. We sourced a pop-up swimming pool to ensure all children had swimming lessons despite the lack of availability following the closure of a local swimming pool.</i></p>		<p><i>for active play at break and lunchtime.</i></p> <p><i>10. 100% of KS1 children participation Ready, Set, Ride by the end of KS1. Following the Ready, Set, ride programme 2021-2022, 60% of children at the end of KS1 can ride a bike unsupported. During the Big Pedal 1945 active journeys were completed with 68% of children being involved. Cycling is now part of our key curriculum for KS1 classes.</i></p> <p><i>11. There has been increased activity in lessons in all year groups and additional time spent in outdoor learning. There has been a focus on the link between physical exercise, the outdoors and good mental health.</i></p> <p><i>12. All children have had opportunities to try different sports as part of National Sports Week.</i></p> <p><i>13. All children from EYFS to Year 6 had a course of swimming lessons this year. Water confidence was noticeably improved in</i></p>	<p><i>expectation that all children will have an understanding of water safety and be able to swim 25m by the end of KS2.</i></p>
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			groups of children who were previously non-swimmers. Extra-curricular lessons were available for parents to subscribe to and provided free of charge to a number of vulnerable pupils.	
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Key indicator 2: 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 using physical activity and/or school sport as the vehicle for meeting some of the school priorities as identified in the whole school development plan we use the key opportunities in the sporting calendar to raise 	<ol style="list-style-type: none"> 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. Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport. 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 	£ 3000	<ol style="list-style-type: none"> Subject leader attended 7 training sessions across the year including Phys Kids play leader roles, Leading high quality teaching and learning across the school and Leading achievement in PE. The following impact has been seen: <ul style="list-style-type: none"> School Games mark application made Phys Kids activities used for active break times Change for life club implemented Full use of 5 a day website Less active pupils encouraged to engage in a healthy active lifestyle 	<p>Continued subscription to VRSSP</p> <p>PE lead to attend training provided by YST and VRSSP and disseminate this to staff.</p> <p>Apply for School Games mark</p> <p>School staff to attend specific skill/sport training through the VRSSP as identified by annual needs analysis.</p> <p>Active lessons to continue and to</p>

<p>the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school</p>	<p>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> <p><i>We attended our local Commonwealth Games Celebration Event to participate in a variety of CWG sports, centred on eth values of Humanity, Destiny & Equality. We took part in our local Schools Baton Relay and made a pledge to support the legacy of the games.</i></p>		<ul style="list-style-type: none"> • <i>Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils</i> • <i>Teachers' confidence in delivering PE improved</i> <ol style="list-style-type: none"> 2. <i>Several athletes have visited the school this year both in person and virtually. Pupil voice following these visits showed that they had inspired children to continue/begin participation in these sports outside of school. 30% of children currently participate in a sport out side of school.</i> 3. <i>Children across the school have engaged well with active learning and this has been used very successfully as interventions in year 3, raising the attainment of these children involved from well below age related to slightly below age related.</i> 4. <i>As above (3)</i> • <i>School achieved the Platinum Games Mark in 2020-2021 and 2021-2022</i> 	<p><i>increase according to need indicated on the Heatmap and as interventions for specific children across the school.</i></p> <p><i>PE used to support key improvement objectives set in the SSDP.</i></p> <p><i>Athlete visits arranged through VRSSP and by PE lead.</i></p> <p><i>Aspire model to be used to engage less active children in sport.</i></p> <p><i>Use of assemblies and a sports fair to be considered to increase the number of children engaged in out of school sports clubs.</i></p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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"> • providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school • hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively 	<p><i>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</i></p> <p><i>All our staff attend Early Years (centred on the YST Health Movers programme), KS1 training (centred on the YST TOP Start research and resource), KS2 Training (centred on the YST TOP Sport resource), Inclusion training and Health & Safety training. Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further.</i></p> <p><i>Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</i></p> <p><i>Our staff are engaged with the Royal Opera House/Royal Ballet 'Create: Dance' training programme which will see increased confidence, competence and a wider range of resources in school to support the teaching of dance.</i></p> <p><i>Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and will apply for a QM in 2021/22.</i></p>		<p>£ 4000</p> <p><i>All staff have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in:</i></p> <ul style="list-style-type: none"> • Ability to support staff in planning and teaching progressive sessions focussed on the identified next steps of each child. • Ideas to help deliver the curriculum more effectively. • New ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs. • The start to move gives a different view on how to teach key stage 1 PE, leading to increased confidence when delivering P.E. • More ideas about how to enable the children to make progress through the skills. • Fun and enjoyable activities that can be linked to all areas of PE. My class have loved it so far! • Use of STEP differentiation process • Increased confidence in teaching more advanced skills • Instant feedback and use of physical education vocabulary • Improved PE lessons and pupils engagement with lessons 	<p><i>Continued subscription to VRSSP</i></p> <p><i>PE lead to attend training provided by YST and VRSSP and disseminate this to staff.</i></p> <p><i>PE lead to continue to support and develop the teaching of PE across the school.</i></p> <p><i>School to access CPD offers from providers such as VRSSP, YST/The Royal Ballet/ FA as available.</i></p> <p><i>Plan PE development priorities based on the criteria of the Youth Sport Trust Quality</i></p> <p><i>New Sports Premium governor to access training.</i></p>

	<p><i>Our staff have continued to engage in professional development in PE, School Sport and Physical Activity including:</i></p> <ul style="list-style-type: none"> • <i>Applying for the YST Quality Mark</i> • <i>PESS Premium for Governors Training</i> • <i>Leading High-Quality Teaching and Learning across the School</i> • <i>Leading Achievement in PE</i> • <i>Creating the Best PE Provision for our Learners</i> • <i>FA Active Play through Storytelling & AS Clubs</i> • <i>Teach Active English & Maths Workshop</i> <p><i>Our lunchtime supervisors received training from our PE & School Sport Coordinator to help them support the delivery of more active games, activities and competitions.</i></p>		<ul style="list-style-type: none"> • <i>Knowing in greater detail what is required during a PE session</i> • <i>Improve differentiation within the lesson</i> • <i>Lots of short activities to keep children engaged</i> • <i>Improved confidence in delivery of dance</i> • <i>Assessment, teaching and planning to support the attainment of skills outlined in the ELGs and beyond.</i> • <i>More confidence in the ability to teach dance and use of ICT</i> • <i>Much better understanding of the skills progression and also trouble shooting early barriers to success in P.E.</i> • <i>Increased opportunities for co-delivery</i> 	<p><i>Continue to develop midday's skills to facilitate active play.</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:
				%
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"> • <i>introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities</i> • <i>partnering with other schools to run sports and</i> 	<p><i>We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises</i></p>		<p>£ 2000</p> <p><i>After school clubs has expanded to reflect pupil voice. Now including activities such as yoga, dance and taekwondo. Inclusive sports are offered in daily sensory circuit activities and SEND pupils achieved regional success in the Boccia tournament. .</i></p>	<p><i>Continue to offer after school clubs which reflect pupil voice in order to increase engagement. Offer inclusive sports as</i></p>

<p>physical activities and clubs</p> <ul style="list-style-type: none"> • providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations 	<p><i>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. 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 and also includes a range of disability and adapted sports such as Boccia.</i></p> <p><i>We have used PE, School Sport & Physical Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills.</i></p> <p><i>We have used the COVID-Impacts Physical Activity Directory and School Games Active Recovery Hub to ensure we use a range of activities to support young people returning to school with both physical and emotional impacts of the pandemic.</i></p> <p><i>We have followed the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</i></p>		<p><i>Schools' PE curriculum and staff CPD are audited annually and curricular/training needs addressed to ensure school has a full curricular and extra-curricular offer</i></p> <p><i>In order to fulfil the minimum H&S policy/insurance requirements, coaches will have the following qualifications for deployment in school:</i></p> <ul style="list-style-type: none"> • <i>A minimum of UK Coaching Certificate Level 2 in the sport/activity they are delivering (or level 1 for assistant coaches who work under the direct supervision of a teacher or Level 2 coach who leads the session)</i> • <i>A minimum of £5 million cover for professional and public liability</i> • <i>Safeguarding training within the last three years</i> • <i>Emergency First Aid training within the last 3 years</i> • <i>An enhanced DBS (Disclosure and Barring Service) check in line with the school policy</i> <p><i>Coaches receive a full induction programme so that the visitor understands school policies, can support school development and is clear on the expectations on them.</i></p> <p><i>By following these policies/requirements we would expect to see extra-curricular sessions which are safe and entirely suited to the needs of the participants. In 2021-2022, 30 children attended an after school club run by an external coach.</i></p>	<p><i>after school clubs eg Boccia. Train more staff members in inclusive sports.</i></p> <p><i>Audit curricular and staff CPD needs addressing any areas for development identified. .</i></p> <p><i>Continue to source high quality coaching for any sports activities run by outside providers</i></p> <p><i>Continue to use the Celebrate, Aspire, Inspire, model to increase engagement with sports activities.</i></p>
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Key indicator 5: Increased participation in competitive 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?:	
<ul style="list-style-type: none"> increasing and actively encouraging pupils' participation in the School Games organising more sport competitions or tournaments within the school coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations 	<ol style="list-style-type: none"> 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 focused on the School Games formats for intra and inter school competition 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 Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children, this year this focused on Commonwealth Games sports & football to utilise the impact of the UEFA Womens Euros. We annually apply for a School Games Mark award and strategically plan to 	£ 2000	<ol style="list-style-type: none"> 10 members of school staff have attended PE training this school year. Staff confidently teach a wide range of sports and have taken teams to compete in Running, Football, Sportshall Athletics, Netball, Hockey, Rugby, Basketball, Boccia, Cricket, Tennis, Golf and QuadKids Athletics this year reaching the regional finals in Hockey, Basketball, Cricket and Boccia School teams have participated in 20 inter school events this academic year. School teams have competed in Running, Football, Sportshall Athletics, Netball, Hockey, Rugby, Basketball, Boccia, Cricket, Tennis, Golf and QuadKids Athletics this year reaching the regional finals in Hockey, Basketball, Cricket and Boccia. These teams were a combination of competitive and Aspire teams. 100% of children in years 4,5 and 6 were involved in competitive sport in 2021-2022. As above. 	<p>Continue to attend training focussed on School Games formats.</p> <p>Increase the number of intra-school competitions and continue to compete in a full range of inter-school competitions (annual overview to be used to plan/staff these)</p> <p>As many children as possible to participate in the School Games Festival</p> <p>Apply for School Games quality mark</p> <p>Continue to encourage children to take part in sport</p>

	<p><i>develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter)</i></p> <p>5) We have followed the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</p>		<p>4) School has held the platinum School Games Mark award since 2017. This is the highest award available and only held by around a hundred schools in the country. The result of this year's application is not yet available (gold or platinum)</p> <p>5) School participation in competitive events has included Aspire teams with 100% of children in years 4,5 and 6 involved in competitive sport in 2021-2022.</p>	<p><i>using the Celebrate, Aspire, Inspire model</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 2022.</p> <p>Please see note above.</p>	<p>Swimming this year used a pop-up pool of less than 25m in length%</p>
<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>	<p>96%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</p> <p><i>Children were taught this across KS2/on visits to the River Weaver and on y6 residential.</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>	<p>No</p>

*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:	Adam Croft
Date:	6 July 2022
Subject Leader:	Mark Solan
Date:	6 July 2022
Governor:	Adam Jones
Date:	6 July 2022

