

### 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.

<b>Total underspend carried forward from 2021/2022</b>	<b>£ 0</b>
<b>+ New grant for this academic year 2022/2023</b>	<b>£ 18,965</b>
<b>= Total available for 2022/23 to be spent by 31<sup>st</sup> July 2023</b>	<b>£ 18,965</b>

***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 2023:	Areas for further improvement and baseline evidence of need:
School Games Platinum Award for 6 <sup>th</sup> year running (until 2025) Sport England Quality Mark Extended range of extra-curricular clubs available in KS1 and KS2 Inter and intra school sports competition opportunities increased More children involved in sports competition than in previous years More than 30 sports competitions entered this academic year KS2 team reached the county cricket final Runners-up in Northwich Town Sports	Continue to increase the number of children who attend sports clubs outside of school Maintain activity levels across the curriculum (weekly target minimum 60 mins in addition to PE lessons)

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
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"> <li>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</li> <li>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</li> </ul>	<p>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>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 &amp; 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.</p> <p>Our school has the support of a specialist PE teacher (our PE &amp; School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p> <p>Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and holds the Quality Mark.</p> <p>Our staff have continued to engage in professional development in PE, School Sport and Physical Activity including:</p> <ul style="list-style-type: none"> <li>Holding the YST Quality Mark</li> </ul>	£7000	<p>All staff have attended PE CPD this year according to their specific needs. All staff have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 &amp; PESSCo support show teachers have brought about improvements in:</p> <ul style="list-style-type: none"> <li>Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child.</li> <li>Lots of good ideas to help deliver the curriculum more effectively.</li> <li>The courses provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs.</li> <li>More ideas about how to enable the children to make progress through the skills.</li> <li>Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation.</li> <li>More confident in teaching more advanced skills</li> <li>Instant feedback and use of physical education vocabulary</li> <li>Improved PE lessons and pupils engagement with lessons</li> </ul>	<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>

	<ul style="list-style-type: none"> <li>• PESS Premium for Governors Training</li> <li>• The Power of an Active School</li> <li>• The Power of a Well School</li> <li>• Leading High-Quality Teaching and Learning across the School</li> <li>• Leading Achievement in PE</li> <li>• Creating the Best PE Provision for our Learners</li> <li>• My Personal Best Workshop</li> <li>• Preparing for a 'Deep Dive'</li> <li>• Assessment in PE</li> <li>• Recruiting &amp; working with coaches</li> <li>• Teach Active English &amp; Maths Workshop</li> </ul> <p>Our lunchtime supervisors received training from our School Sport Partnership to help them support the delivery of more active games, activities and competitions.</p>		<ul style="list-style-type: none"> <li>• Knowing in greater detail what is required during a PE session</li> <li>• Improve differentiation within the lesson</li> <li>• Lots of short activities to keep children engaged</li> <li>• Improved confidence in delivery of dance</li> <li>• Better degree of AFL throughout my lessons in order to help the children progress.</li> <li>• Deeper thinking about steps to develop basic skills for KS1.</li> <li>• More confident in own ability to teach skills in PE and in helping less able children make good progress through better teaching</li> <li>• Much more organised and challenging lessons with a clear objective.</li> <li>• More confidence in the ability to teach dance and use of ICT</li> <li>• Much better understanding of the skills progression and also trouble shooting early barriers to success in P.E.</li> <li>• Enhanced questioning</li> <li>• It has been extremely valuable to observe a specialist PE teacher</li> <li>• I now expect to be able to build more progressive PE lessons</li> <li>• Found this co-delivery really useful and my 'challenging' class really enjoyed all aspects of it!</li> <li>• From the training I received I now feel when I teach an area of PE my pupils knowledge, understanding, skills and progress is much more secure and is having an impact on their learning.</li> </ul>	<p><i>New Sports Premium governor to access training.</i></p> <p><i>Continue to develop midday's skills to facilitate active play.</i></p>
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<b>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</b>			Percentage of total allocation:	
			26%	
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability</b>	
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"> <li>provide targeted activities or support to involve and encourage the least active children</li> <li>encourage active play during break times and lunchtimes</li> <li>establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered</li> <li>raise 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</li> <li>advocate active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times)</li> </ul>	<p><i>We have received training regarding the recommended 60 active minutes from Youth Sport Trust &amp; Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.</i></p> <p><i>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 etc).</i></p> <ul style="list-style-type: none"> <li><i>We have received training regarding the recommended 60 active minutes from Youth Sport Trust &amp; Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.</i></li> <li><i>Participated in the VRSSP schools' activity survey and used this to benchmark against other schools</i></li> </ul>	£5000	<ol style="list-style-type: none"> <li><i>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.</i></li> <li><i>Following findings from the Heatmaps, and using the Active School Planner, we have maintained physical activity during core subjects across the school. This is particularly evident in KS1.</i></li> <li><i>Daily 5-a-day fitness sessions are used to increase every child's daily</i></li> <li><i>At least 20 after school clubs run each term (including those requested in pupil voice). 61% of children attended an after</i></li> </ol>	<p><i>Sustainability and suggested next steps:</i></p> <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>School staff to attend specific skill/sport training through the VRSSP as identified by annual needs analysis.</i></p> <p><i>Active lessons to continue and to 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>

	<ul style="list-style-type: none"> <li>• <i>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).</i></li> <li>• <i>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.</i></li> <li>• <i>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.</i></li> <li>• <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></li> <li>• <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></li> <li>• <i>We consult pupils about what extra-curricular activity they would take part in and strive to include this in our</i></li> </ul>		<p><i>school club this year. This is an increase of 7% compared to attendance at clubs last year. 56% of PP children attended a club.</i></p> <p><i>Lunch and break time sport session are run by school staff.</i></p> <ol style="list-style-type: none"> <li>5. <i>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.</i></li> <li>6. <i>PhysKids playleaders provide opportunities for active play at break and lunchtime.</i></li> <li>7. <i>100% of KS1 children participation Ready, Set, Ride by the end of KS1</i> <i>During the Big Walk and Wheel 2154 active journeys were completed (an increase of 208 on the previous year) with 68% of children being involved. Cycling is now part of our key curriculum for KS1 and KS2 classes.</i></li> <li>8. <i>There has been increased activity in lessons in all year groups and additional</i></li> </ol>	<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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*offer in order to reach our priority groups*

- *Our Change 4 Life Sports club in years 3 & 4 will encourage children to take up physical activities and maintain healthy lifestyles*
- *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.*
- *We have engaged with the British Cycling balance biking programme Ready Set Ride and the Big Pedal to improve pupils' skills and confidence and support them and their families take up more active travel to and from school buying class sets of bikes to facilitate this.*
- *Year 5 pupils have all completed the Bikeright programme*
- *We took part in National School Sport Week designed to encourage engagement and celebrate physical activity across the whole school.*
- *We used the online Coboca system to record and analyse data*

*time spent in outdoor learning. There has been a focus on the link between physical exercise, the outdoors and good mental health.*

9. *All children have had opportunities to try different sports as part of National Sports Week.*
10. *All children from Year 2 to Year 6 had a course of swimming lessons this year. Water confidence was noticeably improved in groups of children who were previously non-swimmers.*

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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:
				21%
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"> <li>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)</li> <li>embed physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching</li> <li>use physical activity and/or school sport as the vehicle for meeting some of the school priorities as identified in the whole school development plan</li> <li>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</li> </ul>	<ol style="list-style-type: none"> <li>We ensure our PE Subject Leader has appropriate support to develop our PE &amp; 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 &amp; Youth Sport Trust trainers.</li> <li>Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE &amp; School Sport.</li> <li>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</li> <li>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.</li> <li>We used a range of resources in CMHW which focused on physical activity and the role it plays in</li> </ol>	£4000	<ol style="list-style-type: none"> <li>Subject leader attended multiple 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:</li> <li>Platinum School Games mark awarded</li> <li>Phys Kids activities used for active break times</li> <li>Change for life club implemented</li> <li>Full use of 5 a day website</li> <li>Less active pupils encouraged to engage in a healthy active lifestyle</li> <li>Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils</li> <li>Teachers' confidence in delivering PE improved</li> <li>Several athletes have visited the school this year both in person and virtually. Pupil</li> </ol>	<p>Continued subscription to VRSSP</p> <p>PE lead to attend training provided by YST and VRSSP and disseminate this to staff.</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 increase according to need indicated on the Heatmap and as interventions for specific children across the school.</p> <p>PE used to support key improvement objectives set in the SSDP.</p>

	<i>supporting mental and emotional wellbeing.</i>		<i>voice following these visits showed that they had inspired children to continue/begin participation in these sports outside of school. 38% of children currently participate in a sport outside of school (an increase of 8% compared to previous year). 10. 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>	<i>Athlete visits arranged through VRSSP and by PE lead.  Aspire model to be used to engage less active children in sport.  Use of assemblies and a sports fair to be considered to increase the number of children engaged in out of school sports clubs.</i>
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<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				Percentage of total allocation:
				11%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Impact</b>	<b>Sustainability</b>
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"> <li>introduce a new range of sports and physical activities to encourage more pupils to take up sport and physical activities</li> <li>partner with other schools to run sports and physical activities and clubs</li> </ul>	<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 engagement of all groups, at a time/venue which best engages those</i>	£ 2000	<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. . Schools' PE curriculum and staff CPD are audited annually and</i>	<i>Continue to offer after school clubs which reflect pupil voice in order to increase engagement. Offer inclusive sports as after school clubs eg Boccia. Train more</i>



<ul style="list-style-type: none"> <li>provide 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</li> </ul>	<p><i>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 and also includes a range of disability and adapted sports such as Boccia and New Age Kurling</i></p> <p><i>We have used PE, School Sport &amp; 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 followed the 'Celebrate', 'Aspire' &amp; '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>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&amp;S policy/insurance requirements, coaches will have the following qualifications for deployment in school:</i></p> <ul style="list-style-type: none"> <li><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></li> <li><i>A minimum of £5 million cover for professional and public liability</i></li> <li><i>Safeguarding training within the last three years</i></li> <li><i>Emergency First Aid training within the last 3 years</i></li> <li><i>An enhanced DBS (Disclosure and Barring Service) check in line with the school policy</i></li> </ul> <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>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:	
			11%	
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"> <li>increase and actively encourage pupils' participation in the School Games</li> <li>organise more sport competitions or tournaments within the school</li> <li>coordinate and entering more sport competitions or tournaments across the local area, including those run by sporting organisations</li> </ul>	<ol style="list-style-type: none"> <li>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</li> <li>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</li> <li>Our school takes part in 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 sports &amp; activities to engage all young people as we as celebrating the upcoming Women's FIFA World Cup.</li> <li>We biannually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a</li> </ol>	£ 2000	<ol style="list-style-type: none"> <li>14 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 Town Sports Athletics this year reaching the regional finals in Basketball and Cricket.</li> <li>School teams have participated in 29 inter school events this academic year. School teams have competed in Running, Football, Sportshall Athletics, Netball, Hockey, Rugby, Basketball, Boccia, Cricket, Tennis, Golf, Town Sports Athletics, Orienteering and Adventure Run this year reaching the regional finals in Basketball and Cricket. 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 2022-2023.</li> </ol>	<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>Continue to encourage children to take part in sport using the Celebrate, Aspire, Inspire model</p>

	<p><i>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' &amp; '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>3) <i>During National School Sport week teams competed in rugby and athletics.</i></p> <p>4) <i>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.</i></p> <p>5) <i>School participation in competitive events included Aspire teams with 100% of children in years 4,5 and 6 involved in competitive sport in 2022-2023.</i></p>	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p> <p>Please see note above.</p>	73%
<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>	68%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> 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:	A Croft

Date:	4/7/23
Subject Leader:	M Solan
Date:	4/7/23
Governor:	J Macdonald
Date:	19/7/23

