

Cheselbourne Village
School
Sports Premium Funding
2019-20



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Raising the profile of Physical Education across the school. ● Developing pupils' fitness and stamina – providing opportunities within the school site/as part of the curriculum delivery for regular activity and movement. ● Develop provision for outdoor education. ● Providing opportunity for children to engage in tournaments and develop sense of achievement and success through doing this rather than just their participation in events. 	<ul style="list-style-type: none"> ● Continue to develop daily active sessions. ● Continue to develop our outdoor education programmes- linking with Outdoor Forest Learning. ● Develop exposure to a range of sporting activities not studied in depth before, engage with outside specialist coaches to introduce this. ● Recovery Curriculum will be in place from Sep 2020 due to Lockdown - this will include 'catch up' on skills missed and rebuild strength, stamina and fitness for all children.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2019/20	Total fund allocated: £16,281 (Spend - 8,407 = 7,874 carry forward)	Date Updated: <i>final update</i> – 24.7.20	108%	
NB: COVID-19, Full School Closure from March 23rd 2020 - September 3rd 2020. Partial opening for children in Reception to Year 1 from June 4th 2020 (no external coaches or Sports Premium Spend delivery during this time).				
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: 46%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Active session at least 30 mins per day to develop fitness and stamina for all pupils.	Set up weekly mile (as a trial for expanding to daily mile) Ensure playtime opportunities encourage active play continuing to use the trim trail fixed-equipment to support this. (Sport equipment resourcing and plans for PE activities on rotating playtime rota.) New interest in football that high percentage of children are interested in. Install football goals on playground (fixed in good weather) to support children accessing this sport.	Free No spend.	Children recording laps achieved and heart rate monitoring. Weekly debrief to acknowledge increased stamina and achievement. Children access a range of activities-led by children’s interest to maximise engagement. Children take ownership of rota- led by school council. Monitored by MDSA staff.	Following the success – investigate installation of a permanent track to promote mile and expand opportunity to participate daily. Also investigate use of field to carry out activity. Children to use score cards to record score each week to help monitor progress and improved fitness/stamina. Carried over to 2020-21 due to COVID-19. Continue to develop this provision (incorporating use of new trim trail). Monitor need for any equipment. Develop storage for children to access more easily/freely to encourage engagement.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Funding DASP Sports Coach (Olympic Legacy Leaders) to deliver high quality, inspiring physical education across the whole school to promote whole school improvement of PE.	School to engage in additional input from DASP leader e.g. enrichment sessions for G&T children, intervention sessions for disengaged children.	£1540 - ST £3079 - DASP £1532 - Premier Sports = £6151	Children attitude towards PE sessions and achievement within sessions is monitored. Children not as engaged are highlighted for additional intervention sessions to promote health, wellbeing and fitness. Children reviewed before and after this input to gauge success. All children engaged in programme showed marked improvement which was then supported through weekly mile activity as a follow up to progress.	Continue to engage with DASP OLL Sports Leader to participate with input from this specialism.
Promoting whole school approach to acknowledging and engagement of PE activities through shared celebration and information to parents.	Promote PE achievement through awarding weekly PE stars certificates. Also acknowledged on newsletter. Share participation in tournaments and festivals in regular updates on newsletter/social media also. Children to participate in weekly sessions and share learning with parents.	Free	Feedback from parents regarding notification of achievements and participation in new PE has been very positive. Children also show real enthusiasm and keenness for certificates.	Continue to acknowledge achievement with certificates and use of newsletters and social media. Continue to use new PE noticeboard on playground to also share more explicitly with children this information. Children to take some ownership of this feature to promote further engagement.
Ensure all Sport Equipment is safe to use.	Carry out annual check on all equipment so it is safe to use.	£39.10	Equipment is safe for children access and therefore can be used for intended purpose and PE is continued to be promoted.	Carry out annual checks as required.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
As above – support from DASP Sports Leader and Premier Sport input to continue to ‘up-skill’ and role model good PE practice to school staff. Carried over to 2020-21 due to COVID-19.	Staff to role model techniques and activities for staff to employ if running sessions themselves. Where appropriate utilise ‘team-teaching’ techniques to support developing staff confidence and competence. Develop staff knowledge of and (therefore) skills for how to deliver a variety of different sports.	Accounted for in KI.2	Staff more enthused by sport themselves. Feel confident to deliver lessons themselves utilising skills and techniques from sports professional.	Continue to employ input from Sports Professionals to continue to access high-quality PE for children and CPD opportunities for all staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide opportunity for all children to engage in a range of After school Sports and PE clubs through subsidising of clubs run by sports specialists.	Opportunities for all children to take part in a variety of after school PE and sports clubs on a weekly basis. Vary the sport on offer to ensure all children have the opportunity to participate in a variety of different activities. Use sports specialists to deliver activities to ensure high quality	(£443 Aut/£754 Spring/ Summer 0.00) £1,197	Increased skills for all children and greater number of sports experienced in school. Promoting enjoyment of PE through exposure to range of sports that children may not experience otherwise. (Also supports developing fitness and stamina through additional participation in physical activity.) Some children access clubs for childcare rather than through want to engage with sporting activity which can have a negative and detrimental impact on	Continue to offer range of extra-curricular sports activities but not subsidise as highly or as generally so the school can use sports premium other ways and children engage with the sport on offer fully. (Continue to offer to parents the offer of financial support if it is needed but offer on a case-by-case basis.)

	delivery and use of specialist equipment e.g. archery and fencing. (Not equipment held by the school.) Introduction of weekly gymnastics sessions to engage children who are more interested in non-team sports (particularly girls in this instance).		those children doing the club because they want to engage in that sport.	Carried over to 2020-21 due to COVID-19.
Children engage in regular outdoor activity to build confidence and ability in practical activities through engagement with Forest School. Also develop a sense of attachment to the natural environment and build personal and social skills through learning a range of practical, 'hands on' skills.	Employ a Forest School Leader to run weekly sessions for all children in school. Find area of outdoors to run sessions. Work with FS leader to develop how sessions will address outdoor education objectives and that link to our curriculum.	£1020	Reposense from children from baseline point. Engage with parents for response. Look for developed ability and engagement from children in all aspects of outdoor learning.	Build upon the success of this year in developing a regular, progressive outdoor education programme that inspires all children, develops their confidence and shows progression of skills and knowledge over time. Carried over to 2020-21 due to COVID-19.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Not achieved after March 2020 due to COVID-19. As above in K1.2– support from DASP Sports Leader to deliver tournaments and festivals for school to participate in.	Take part in termly opportunities for all children to attend sports fixtures, events and tournaments within the mini pyramid and the larger DASP pyramid.	Accounted for in KI.2	Children gain sense of achievement through participating in sporting competitions and events. Children get to mix with children from larger settings and experience sporting opportunities in larger venues. Feedback from children and parents has shown participating in these events has helped children preparing for	Continue to access events run by DASP. Also look into events run by new collaboration of only 4 school in Learning First Alliance aimed at supporting children from smaller settings. This will help dispel the notion that the children have at CVS that they are always unsuccessful at

Hire of transport (coach/mini bus + driver) to be able to attend Sports events at other schools.	Access tournaments and festivals through use of transport to get children there.	£0	transition to middle school.	sport because they play in tournaments against teams from much larger settings where children can be selected on sporting ability from a larger pool of talent. Carried over to 2020-21 due to COVID-19.
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