

How do St Chad's use the Primary PE and Sport Premium?

An overview of sports provision

Key indicator 1: Engagement of all pupils in regular physical activity – at least 30 minutes of physical activity a day in school.

We promote active travel through the travel tracker system. Rewards are provided to encourage travel to school by foot, scooter or bike.	No financial cost to the school.
Active Maths sessions have been provided since January linking to the Premier League Primary Stars. 5 minute brain boosters also take place when required in class.	No financial cost to the school.
Cross-curricular lessons are planned and taught to involve a physical activity link.	No financial cost to the school.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.

Whole school assemblies celebrate pupil sporting achievements (both in school and out of school achievements).	No financial cost to the school.
Noticeboards in school promote sport.	No financial cost to the school.
A display cabinet of trophies can be found in our entrance hall.	No financial cost to the school this year.
Sporting role models visit school – local sports coaches (Rugby/cricket)/Badminton England/Archery GB/Bristol Rovers coaching team).	Funding is used to pay for some of the coaches to attend school/deliver coaching/competitions.
Link school work or activity days to international sports events, develop themed projects – Rugby World Cup Days/Sports Relief/Olympics.	Funding is used for staff to attend training/purchase new equipment/deliver coaching/competitions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.

Based on a whole-school CPD audit, relevant sport-specific training has been put into place.	Funding is used for staff to attend training.
Some TAs have received training and run extra-curricular sporting clubs (football).	Funding is used for staff to attend training.
Specialist PE coaches are employed to lead PE lessons with staff shadowing and learning alongside.	Funding is used to employ the PE coaches.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

New extra-curricular clubs are introduced at different points throughout the year.	Funding is used to provide lunchtime sporting clubs.
New sports are introduced into the curriculum. For example, Fencing, Archery, Boccia, New Age Kurling.	Funding is used to employ coaches to deliver sessions, send staff on training, purchase equipment and release staff to attend competitions.
New equipment/resources have been purchased. For example, a class set of fencing equipment.	Funding is used.
Off-site visits are organised to proper sports facilities, sports clubs and activity centres.	Funding is used for transport, staff release and hire of facilities.
Links have been established with local sports clubs to support the curriculum.	No financial cost to the school.
Year 6 children are trained as Young Leaders/School sports crews to help run lunchtime clubs.	A sports coach has been employed using the funding to train young leaders at lunchtime.
Specific activities are provided for less active children – clubs, non-competitive performances, specifically designed competitions.	Funding is used for staff to attend training/events, purchase equipment and deliver coaching/festival style events.

Key indicator 5: Increased participation in competitive sport.

Additional competition opportunities are/have been taken up through the PE Association and School Sports Partnerships – Boccia, New Age Kurling, Rugby, Dance, Archery, Cross Country, and Swimming.	Funding is used for coaching, transport and staff release to attend events.
Coaches are employed to work with the children to raise standards in sports and prepare for competition.	Funding is used.
Achievements are celebrated in assembly.	No financial cost to the school.
Friendly competitions are organised with local schools.	Staff release and training are funded through the sports premium.
The intra-school competition framework has been developed this year to allow more children to take part.	No financial cost to the school.
	Hire of a minibus or coach is funded to attend competitions/sporting events.

Sustainability:

It is a fundamental tenant that we spend money that becomes sustainable in the long term and benefits pupils in years to come.

At St Chad's, we use the funding to upskill teachers alongside coaches and PE specialists.

We recruit new teachers and additional adults with specific skills/qualifications in PE/Sport.

Clubs are provided by a variety of adults with different sporting backgrounds – some are teacher led, some are club led and some coach led.

We make links with community sports clubs so that children can join clubs and continue playing sport.

We continue to introduce new initiatives that don't rely on funding to keep going. For example, school sports crew at lunchtimes.

Teachers plan cross-curricular opportunities so that physical activity becomes part of other subjects. For example, Science, Topic, Maths.

Evidence:

Data Collection –

Extra-curricular club lists

The record of participation in School Games events over the year

Assessment –

Pupil reports

PE assessment

Lesson observations

PE action plan

Review impact of new equipment

Pupil conferencing –

Assess confidence rating in different sports before and after

Assess attitudes and opinions of PE generally

Find out how being active makes them feel/effects their focus in lessons

Staff audit –

Staff to rate their knowledge/confidence in teaching certain aspects of PE or specific sports

Consider how pupils' involvement in PE/Sport has had an impact upon their social interaction / attainment / learning behaviours.