

Chase Terrace Primary School



Chase Terrace's P.E Vision Statement and PE & Sport Premium Funding for 2022/2023

At Chase Terrace Primary School we know that PE plays an important role in the development of our children. At least two, hour sessions per week are dedicated to physical activity in the curriculum which includes: athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming.

PE leads to improved fitness, health and wellbeing, concentration, attitude towards sport and academic achievement. PE also provides a broad range of opportunities to extend children's agility, balance and coordination, individually and with others. Through sport in school, children have the opportunity to:

- Build confidence and self-esteem
- Learn to co-operate as a team
- Experience healthy competition with others
- Develop an understanding of a healthy lifestyle
- Challenge themselves
- Excel in different areas of the curriculum by making links

Through PE, children can develop Chase Terrace's values of: honesty, determination, respect, friendship, pride and enthusiasm.

We aim to encourage a lifetime love of sport and keeping fit along with encouraging children to be the best that they can be.

How do we encourage a love of PE at Chase Terrace?

This year the children have entered into various competitions. To build the children's confidence and develop their skills ready for these events, the children have the opportunity to work with our sports coach in school. This has increased the opportunity to participate in competitions which provides experience on how to cope with both winning and losing.

To gain children's passion and love for PE, we run a variety of sports clubs across all age groups. The majority of our after school clubs are taught by specialist sports coaches every Monday, Tuesday and Thursday. Children carry out sports such as: dodge ball, hockey, netball, football, gymnastics and multi-skills coaching.

Swimming

Currently, year 4 attend swimming lessons weekly for the entire academic year at the local leisure centre. The data presented below is based on data collected in 2020 when the children were in Y3 and attended weekly swimming lessons.

Meeting national curriculum requirements for swimming and water safety	% of Year 6 children 2023
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?	44%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	44%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	44 %
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?	No

Sports Premium Funding

What is the funding for?

The Government's Department for Education, have provided additional funding to schools to improve the provision of PE. Each School receives an amount of money determined by how many pupils are in the school and this money must only be spent on sports provision.

<u>Funding for Academic Year 2022-23</u>			
Eligible Pupils x			
£10	250	£2,500.00	
Lump sum		£16,000.00	
Spent		£18,572.00	

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 allocation: 43%
School Focus	Actions	Funding	Impact	Sustainability and next steps
To increase the engagement of all pupils in regular physical activity to meet the 30:30 target through lunchtimes and after school clubs.	<ul style="list-style-type: none"> We have appointed two lunchtime supervisors who are designated play leaders. Together they monitor and engage the children on the trim trail, rotating groups so that all KS2 children get a lunchtime a week on the trim trail. Additionally, they ensure activities are out for children to engage with at lunchtimes, and lunchtime play leaders are trained up to support play on KS1 and EYFS playgrounds. Sports resources 	<p>£7,180</p> <p>£780</p>	<ul style="list-style-type: none"> Children have become more physically active at lunchtime under the guidance of the play staff who work with the children to support play. Whilst the main focus has been to monitor the trim trail the play leaders that have been trained for KS1, LKS2 and EYFS playground have been working effectively to encourage physically active lunchtimes. Children in KS2 with access to the trim trail teachers have noticed an increase in the resilience of children to master parts they may find difficult and teamwork skills have improved between groups of children when helping one another across. Curriculum resources for the whole school this improves the quality of teaching as it allows children to play games using specialised equipment. 	<ul style="list-style-type: none"> Keep training the next group of Y6 children to be play leaders. Gather suggestions from the children over activities they would like out for lunchtimes. Continually audit resources each academic year.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of allocation: 37%
School Focus	Actions	Funding	Impact	Sustainability and next steps
To engage with all groups of children throughout the school	<ul style="list-style-type: none"> Renewed subscription to Sports Xplorers PE planning (For EYFS) 	£350	<ul style="list-style-type: none"> All EYFS teachers say how confident they feel following these lesson plans. EYFS staff have noted how much more engagement they get from children using the Sports Xplorers planning as the 	<ul style="list-style-type: none"> Continue to ensure new staff are trained and familiar with the scheme. Ensure seamless transition into Year 1 by

			<p>children love each character and enjoy the challenges in lessons.</p>	<p>using Twinkl planning in Summer 2.</p>
	<ul style="list-style-type: none"> ▪ Cross curricular orienteering 	£2412	<ul style="list-style-type: none"> • Cross curricular orienteering course set up and mapped our school grounds. • All staff CPD delivered as teachers had identified orienteering as being an area to develop within school. • Parents involved with a LKS2 orienteering afternoon. • Childs voice collected showed children are excited by lessons. • EYFS and KS1 courses set up additionally to embed orienteering skills before KS2. 	<ul style="list-style-type: none"> • Continue to monitor lessons and collect child's voice on impact on scheme. • Continue to provide support and CPD for staff if gaps identified.
	<ul style="list-style-type: none"> ▪ Mini Warriors Bootcamp enrichment days 	£1410	<ul style="list-style-type: none"> • Whole school enrichment day from Y1-Y6 ensured all children had the opportunity to experience a military style bootcamp. • Children exposed to a fitness circuit which pushed them individually. • Developed pupil's self-esteem by least confident children leading activities. • Children's voice collected "best day ever", "I loved the tug of war it was so much fun", "My muscles are getting stronger". • The ex-military coach also spoke to KS2 children about a career in the military broadening their career opportunities. 	<ul style="list-style-type: none"> • Staff to use ideas to embed into their fitness units. • Continue to provide different enrichment days for pupils.
	<ul style="list-style-type: none"> • 'Fabric' to deliver dance workshops to Y1-Y6 	£600	<ul style="list-style-type: none"> • All children got to take part in a dance workshop broadening their understanding of dance and working in key skills. 	<ul style="list-style-type: none"> • Staff to continue to use key skills, and embed techniques used into curriculum lessons.

	<ul style="list-style-type: none"> After school club provision 	£1650	<ul style="list-style-type: none"> It created a bit of a 'buzz' in school around dance leading onto curriculum dance units' children were more enthusiastic. Dance club offered all year to Y4 and 5 children. Children worked towards a performance at the Prince of Wales Theatre. EYFS had a multisport club for the summer term offered to 15 pupils. Attendance of the club was 85% with 20% pupil premium children attending. Y5/6 had a basketball club offered for a term with 15 spaces. The attendance was 80% and 15% pupil premium attended. 	<ul style="list-style-type: none"> Continue to broaden the range of after school clubs offered.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of allocation: 11%
School Focus	Actions	Funding	Impact	Sustainability and next steps
To develop staff knowledge of teaching PE skills.	<ul style="list-style-type: none"> 'Fabric' to deliver staff CPD on dance 	£100	<ul style="list-style-type: none"> Dance identified through staff questionnaires and lesson observations as an area to develop. CPD addressed any specific areas staff needed support with. Staff said they feel more confident when delivering dance units. Through lesson observations it is evident that staff's confidence has improved. 	<ul style="list-style-type: none"> Continue to monitor and observe dance lessons to ensure CPD techniques are embedded. Continue to identify areas of the curriculum that staff feel less confident delivering and arrange CPD to address this.
To develop the leader's knowledge in leading PE.	<ul style="list-style-type: none"> Half of staff to be observed by HT and PE lead and constructive feedback given in a discussion to find areas individual staff need to develop or strengths of individual staff. 	£3500	<ul style="list-style-type: none"> Better quality of PE lessons being delivered by members of staffs and support provided within area's staff need to develop. 	<ul style="list-style-type: none"> Continue to monitor the quality of teaching PE across the school to ensure all children

	<ul style="list-style-type: none"> PE leader out of class to attend updates and evaluate curriculum. 		<ul style="list-style-type: none"> PE lead able to evaluate curriculum and develop action plan to support these developments. PE lead able to ensure updates are communicated well to staff. 	are being exposed to good quality PE lessons to ensure good progress and attainment.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of allocation: 7%
School Focus	Actions	Funding	Impact	Sustainability and next steps
To broaden the experience and range of activities offered to all pupils	<ul style="list-style-type: none"> Balance bike course 	£700	<ul style="list-style-type: none"> Over 80% of pupils achieved the early learning goal for 'gross motor' in EYFS. All children in reception took part in a 6-week balance bike course. All children were able to ride a balance bike by the end of the course. Some children were able to ride a bike with no stabilizers confidently by the end of the course. Staff noticed children's over all balancing skills improve. All children said they enjoyed it. 	<ul style="list-style-type: none"> Continue to offer 'balanceability' to each reception cohort to ensure they all have the opportunity to use a balance bike in the early years. Look at 'bikeability' for KS1.
	<ul style="list-style-type: none"> Scootability 	£360	<ul style="list-style-type: none"> All Reception and Y1 children had the opportunity to take part in a scootability lesson. They learnt scooter safety and experimented with riding a scooter. Staff noticed children's confidence and skills increasing during the lesson. 	<ul style="list-style-type: none"> Ensure KS1 children have the opportunity to ride scooters during outdoor play.

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Key indicator 5: Increased participation in competitive sport				Percentage of allocation: 2%
School Focus	Actions	Funding	Impact	Sustainability and next steps
To increase the participation in competitive sports.	<ul style="list-style-type: none"> Dance club to perform at Cannock 'Gotta Dance' show 	£150	<ul style="list-style-type: none"> The dance club had a purpose to rehearse and work towards a performance. Children performed in front of an audience of over 300 people, this lead to improving their confidence. All children expressed how much they enjoyed performing and parents were very proud. 	<ul style="list-style-type: none"> Continue to provide opportunities for children to perform/compete.