



Sports Premium Action Plan - Review

September 2020 – July 2021

From September 2017, the Government announced that they would be doubling the Sport Premium for schools.

Purpose of the grant

To improve the provision of PE and sport so that all pupils develop a healthy and active lifestyle.

The funding is received in two instalments, the first on 1 November and second funding allocation on 1 May.

Objectives and Principles

At Chesterfield Primary School, our aim is to provide all pupils with a high quality Physical Education programme that builds knowledge, fitness, skills and the motivation required to ensure all our pupils can enjoy a healthy, active lifestyle now and lifelong participation in physical activity and sport.

We believe high quality physical education and school sport will contribute to a range of outcomes for our children.

The funding will develop a programme that includes:

High quality physical education, as part of the curriculum, including knowledge and understanding of a healthy lifestyle

Support from the Sports and PE Development (SPD) team for teachers to develop sports practice and confidence in delivering PE and sports lessons

Wider range of extracurricular clubs

Structured playtime and lunchtime activities to encourage participation and promote healthy well-being

Entering different leagues, festivals, sports tournaments and competitions organised by the Enfield PE Team

Sports enrichment opportunities within the Enfield Learning Trust

A Sports Camp offered to develop skills in athleticism for selected children across ELT

Games Makers to lead work with the PE team to lead games during playtime and lunchtime

Sports Stars badge – an award that demonstrates effort, skill and sportsmanship after any sporting event

Chesterfield Primary School Action Plan

Academic Year: 2019/20	Total fund allocated: £	Date Updated:		
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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Encouraging intense, weekly activity to reduce levels of obesity.</p>	<p>1.1 Ensure heart line is painted on school playground.</p> <p>1.2 Encourage children to use heartline as part of break/lunch activities.</p> <p>1.3 Targeted year groups to have timetabled slots.</p> <p>1.4 Teachers to be positive role models.</p> <p>1.5 Encourage EYFS to try and incorporate.</p> <p>1.6 Games Makers to help coordinate activities at break and lunch.</p> <p>1.7 Target specific year groups where obesity is highest.</p> <p>1.8 Encourage children to walk to school.</p> <p>1.9 Educate parents and children in benefits of healthy lifestyles and healthy choices.</p> <p>1.10 Incorporate 'No car days' at school, where staff and children travel via alternative</p>	<p>1.1.1 Cost of painting</p>	<ul style="list-style-type: none"> ● Photos and videos of children running. ● Obesity levels dropping, by the end of the year. ● Increase in children running 10 laps, without stopping. ● Improvement from baseline testing. ● Children to have a variety of activities for break and lunch. ● Successful launch of heartline – each class given time to run. ● Majority of classes in each year group ran every week. ● Data showed improvement in fitness levels – increase in children completing 10 laps in 15 minutes. ● More vigorous activities need to be planned and 	<ul style="list-style-type: none"> ● This remains a target. ● Children have been involved in 10 minute starters in mornings. ● Heartline needs to be marked on playground again, after building works. ● Games Makers to be trained next year - running break and lunch activities.

	methods.		carried out during break and lunch times.		
2	Promote extra-curricular activities to encourage children to raise exercise levels.	<p>2.1 Lists of clubs to be promoted in assemblies.</p> <p>2.2 Promote desire for children to participate in at least 1 after school club.</p> <p>2.3 Create links with local sports clubs to provide opportunities for children.</p> <p>2.4 Organise visits of inspirational athletes to inspire children to take part in activities.</p>	2.4.1 possible cost of athlete visit.	<ul style="list-style-type: none"> ● Increase in participation of sports. ● Increase in participation of sporting events/leagues. ● Sporting success. ● Desire to be part of clubs linked to sporting clubs. ● Increase in children's daily activity. 	<ul style="list-style-type: none"> ● Remains a target. ● After school clubs were limited due to year group bubbles. ● Sports available to a wider age range, next year. ● School has entered cluster leagues for 21/22. ● School has signed up for virtual marathon.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Improve quality of teaching and learning in PE.	<p>1.1 Ensure that staff follow curriculum overview to cover objectives across the year.</p> <p>1.2 P.E. lead to monitor and support in P.E. lessons</p> <p>1.3 Ensure sports are followed, as per overview, and evidence recorded in PE books.</p> <p>1.4 Ensure that progression of skills, across key stages, is evidenced in the same</p>	No cost	<ul style="list-style-type: none"> ● Consistent evidence in class books. ● Skills progression is consistent. ● Evidence of confident, pupil voice in class books. ● Teachers challenging themselves, being confident in modelling of a variety of sports. ● Teachers and children using appropriate, technical language. 	<ul style="list-style-type: none"> ● Evidence has been captured in books. ● System for capturing evidence is under review - new system to be launched school-wide in September. ● Evidence of pupil voice and skills being taught. ● Skills tracker to be re-launched in Autumn. ● Skills audit to be carried out to decide on CPD.

	<p>sports.</p> <p>1.5 Audit staff to understand where best to target CPD.</p> <p>1.6 Teachers and children to be adept at using 'Skills Trackers'</p> <p>1.7 Skills trackers evident and completed for each year group, in Class books.</p> <p>1.8 Re-book staff insets for dance, with the borough.</p>		<ul style="list-style-type: none"> ● Teachers using more variety of activities, showing clear skills progression. ● CPD organised and delivered with borough 	
2. ELT PE steering group.	<p>2.1 P.E. lead to attend ELT P.E. meetings</p> <p>2.2 Organise, run and participate in ELT tournaments.</p> <p>2.3 P.E. lead to share good planning and good practise, in school and at meetings.</p> <p>2.4 Sharing new OFSTED framework and strategising.</p> <p>2.5 Streamlining assessment and planning framework across the ELT.</p>	2.1.1 Cover for teacher.	<ul style="list-style-type: none"> ● Ofsted framework is understood by all teachers in school. ● Teachers to incorporate exemplar planning in their own practice. ● SEN tournament to be organised. ● Children to participate in ELT tournaments. ● New medium term plan written and circulated to staff. ● Assessment tools are in the process of being created. ● SEN Panathlon organised and run by Chesterfield, for ELT schools. ● Good examples of PE books shared with staff. ● ELT meetings attended – discussions around bringing all ELT PE plans 	<ul style="list-style-type: none"> ● Steering group has not happened since January due to Covid.

			into one, similar proforma – on-going.	
3. Achieve recognition from Sainsbury's School Games Mark	<p>3.1 Offer a wide range of sports clubs.</p> <p>3.2 Participate in sports leagues.</p> <p>3.3 Include children in decision making process.</p> <p>3.4 Include children in running sporting events.</p> <p>3.5 Offer places to PP children.</p>		<ul style="list-style-type: none"> ● More children participating in extra-curricular clubs. ● Children being encouraged to play new sports. ● Kit has been purchased – enough for each team to have socks and shorts. 	<ul style="list-style-type: none"> ● Games Mark suspended for last academic year. ● Remains a target and work has begun to get recognition.
3 Promote and celebrate PE and sporting achievements in school.	<p>3.1 Use assemblies as an opportunity to celebrate sporting achievements.</p> <p>3.2 Sharing swimming successes in achievement assembly.</p> <p>3.3 Children being rewarded for resilience and application in sport.</p> <p>3.4 Introduce 'star of the lesson' award, for children performing really well in PE.</p> <p>3.5 Trophy for sporting resilience (could be in PE lessons, after school clubs or outside school)</p>	3.1.1 Cost of a trophy/stickers	<ul style="list-style-type: none"> ● Improvement in levels of participation. ● Children taking pride in representing school. ● Children being incentivised to achieve in P.E. ● Increase in children's confidence. ● Positive attitudes towards P.E. 	<ul style="list-style-type: none"> ● Sports Day run and scores collated across each year group bubble. ● Designed so that each year has a winner and the points go towards a whole school winner. ● Celebrated in assembly at the end of the year.
4 Raise awareness of the link between healthy lifestyles and physical well-being	<p>4.1 Timetable heartline for each year group.</p> <p>4.2 Incorporate pupil voice in decision making process for sports days/intrasports days/playground activities.</p> <p>4.3 Games Makers to promote healthy lifestyles.</p> <p>4.4 Healthy lifestyles display</p>	●	<ul style="list-style-type: none"> ● Obesity statistics decrease. ● Children making positive choices about food. ● Parents accessing information explaining the need for healthy lifestyles. ● More children interested 	<ul style="list-style-type: none"> ● Morning activity launched as a way of targeting this. ● Need to incorporate parents as part of the learning process for this. ● Cross-curricular links made with science.

	<p>boards up around school.</p> <p>4.5 Encouraging adults to eat lunch with children to promote healthy food choices.</p> <p>4.6 Use Cycle Confident to promote this.</p> <p>4.7 Engage parents in coffee mornings to spread healthy lifestyle messages.</p>		<p>in participating in sport and extra curricular activities.</p>	
5 Introduce games makers	<p>5.1 Ensure that each year group has representation</p> <p>5.2 Children to take the lead in activities during intrasports days and ELT tournaments.</p> <p>5.3 Order badges for children to wear.</p>	<p>5.3.1 Cost of badges.</p> <p>5.3.2 Possible cost of borough training.</p>	<ul style="list-style-type: none"> ● Children share own subject knowledge of different sports. ● Children to grow their own confidence. ● Children to improve their resilience. ● Children to learn new sports. ● Children to improve relationships with others. ● Children to gain responsibilities. 	<ul style="list-style-type: none"> ● Games makers chosen and introduced to year group. ● Involved in the planning and implementation of Sports Days across the school. ● Participation in other events hampered by COVID restrictions. ● Training tbc for next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Enfield PE service, "Excellence in PE Programme"	1.1 To provide CPD opportunities for staff and/or to maintain and develop the highest standards in physical education and school sport. 1.2 Access to a wide range of sporting events, competitions and leagues 1.3 Affiliation to the Enfield Primary School Sport Association (EPSSA) 1.4 Engage in training from AfPE.	1.1.1 Cost of programme	<ul style="list-style-type: none"> ● Attendance at PE lead meetings enables high quality skills, changes and new initiatives brought back to school. ● Access to professional coaches. ● Access to borough competitions. ● Access to competitions out of borough. ● CPD organised for dance ● Support accessed for further CPD (virtual) during lockdown. 	<ul style="list-style-type: none"> ● Useful tool for discussing events across the borough. ● Important platform to learn about opportunities for CPD for staff or children, or opportunities to participate in externally run events. ● Remain part of this.
2. Engaging parents to help promote swimming.	3.1 To develop skills of non-swimmers 3.2 Increased participation in swimming outside school hours. 3.3 Teach children the benefits of swimming for their health and fitness (during PE/PSHE lessons). 3.4 Increase children's physical activity. 3.5 Messages delivered during coffee mornings with parents. 3.6. Participation in borough run swimming lessons.	3.6.1 Cost of swimming lessons.	<ul style="list-style-type: none"> ● Number of competent swimmers in year 6 improves. ● Number of children able to swim 25m increases. ● Improved relationships with parents and school. ● Higher levels of student participation in swimming. ● Fewer children afraid of taking part through lack of equipment. 	<ul style="list-style-type: none"> ● Swimming did not happen this year because of COVID restrictions, so this remains a target.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Use Games Makers to enhance playtime and lunchtime activities.</p>	<p>1.1 Train Games Makers effectively.</p> <p>1.2 Ensure Games Makers have a wealth of activities available.</p> <p>1.3 Ensure activities are at a high enough intensity for children.</p> <p>1.4 Ensure all children participate, so contribute to their 2 hours a week of physical activity.</p> <p>1.5 Purchase and maintain additional sports equipment.</p> <p>1.6 Games makers to promote healthy lifestyles to other children</p> <p>1.7 A school expectation that all children will be active for 15 minutes 3 times a week.</p> <p>1.8 Half-termly meetings with PE lead to ensure children are happy and to change games/responsibilities.</p>	<p>1.1.1 Cost of training Games Makers.</p> <p>1.2.1 Cost of equipment.</p>	<ul style="list-style-type: none"> ● Children will learn new sports and games. ● Children will be engaged during break and lunch times. ● Positive impact on behaviour in the playground. ● Positive impact of behaviour in the classroom. ● Children taking more responsibility on themselves. 	<ul style="list-style-type: none"> ● This was unable to happen due to year group bubbles, however this remains a target. ● Games Makers will be given training from the borough, next year.
<p>2. Encourage staff to run a</p>	<p>2.1 Increase variety of sports</p>	<p>2.2.1 Funded by</p>	<ul style="list-style-type: none"> ● More children taking up 	<ul style="list-style-type: none"> ● Clubs resumed in Summer 1. ● A mixture of sports on offer.

<p>variety of active after school clubs.</p>	<p>clubs (new Tag Rugby Club and cricket club). 2.2 Incentivise staff to run clubs. 2.3 Encourage use of new playground facilities. 2.4 Promote use of caged area for after school clubs. 2.5 Use of specialists to support.</p>	<p>paying for clubs 2.5.1 cost of coaches.</p>	<p>physical activity after school. <ul style="list-style-type: none"> • More choice for children to learn new sports. • Target younger year groups to improve participation. • Cricket club will start next year. </p>	<ul style="list-style-type: none"> • Limited to year group bubbles.
<p>3. Additional staff</p>	<p>3.1 Additional member of staff with support with organisation of sporting events 3.2 Support in delivering change for life across the school and healthy and fitness. 3.3 Support for delivering ELT tournament effectively. 3.4 Support with organising and running Sports Camp. 3.5 Support for running clubs and organising adults and equipment.</p>	<p>3.1.1 £4000</p>	<ul style="list-style-type: none"> • Children able to access events they wouldn't normally, through insufficient staff. • Specific children able to be targeted. • More events are accessible. 	<ul style="list-style-type: none"> • Utilised in running and organising clubs. • Useful support for arranging attendance at tournaments and cluster leagues. • Continue with this.
<p>4. Organising SEN focused ELT tournament</p>	<p>4.1 Purchasing mats for New Age Kurling and possibly table cricket set. 4.2 Inclusive tournament run, incorporating provisions. 4.3 Variety of different SEN sports played (e.g. New-Age Kurling; Boccia; Table Cricket etc.).</p>	<p>4.1.1 Cost of purchasing equipment.</p>	<ul style="list-style-type: none"> • More inclusive events are organised. • Children can use equipment in lessons, post-event. • Lessons can become more SEN friendly as wider school can learn SEN sports. 	<ul style="list-style-type: none"> • SEN event happened as part of sports day. • Children accessed sports in a competitive manner and enjoyed a variety of skills-based activities. • Continue this yearly.

			<ul style="list-style-type: none"> ● Positive event, where children enjoyed the activities. ● Produced a display from the outcome. ● Each child celebrated the day with certificates to take home. 	
5. Promote cycling and encourage children to use this as a different method for getting to school	<p>5.1 Use Cycle Confident/Bikeability sessions for year 5/6</p> <p>5.2 Use Cycle Confident for EYFS children.</p> <p>5.3 Encourage younger children to cycle to school, in preparation for Cycle Confident lessons.</p> <p>5.4 Inspire children with trip to Velodrome?</p>	5.4.1 Cost of trip to Velodrome.	<ul style="list-style-type: none"> ● Increased understanding of healthy lifestyles. ● Increase in children riding bikes to school ● Increase in number of children confident in road safety and awareness. 	<ul style="list-style-type: none"> ● Cycling promoted to children through walk to school week. ● Bikeability did not happen because of Covid restrictions.
6. Maintaining equipment	<p>6.1 Complete half-termly audit of equipment.</p> <p>6.2 Replace broken equipment.</p> <p>6.3 Encourage staff and children to take care of current equipment.</p>	6.2.1 Cost of replenishing equipment.	<ul style="list-style-type: none"> ● Children are able to participate in range of sports. ● Children are engaged in lessons. ● Children enjoy playing with nice equipment. ● Staff preserve equipment for longevity. 	<ul style="list-style-type: none"> ● This is ongoing - lots of equipment went missing during year group bubbles. ● Will need another audit for Autumn.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Competitions, leagues	1.1 To widen pupils sporting	1.6.1 Cost of	<ul style="list-style-type: none"> ● Increased number of 	<ul style="list-style-type: none"> ● Unable to participate this year, due to COVID

<p>tournaments and festivals</p>	<p>experiences including participation in competitions.</p> <p>1.2 Continue to increase the number of leagues, festivals, tournaments, competitions entered organised by the Enfield PE Team.</p> <p>1.3 Pupils participate in the Dance Festival.</p> <p>1.4 Ensure Gymnastics festival is entered.</p> <p>1.5 Enter cluster leagues and knockout cup tournaments.</p> <p>1.6 Organise opportunities for inclusive sporting competitions and tournaments across the ELT e.g. Tag Rugby, basketball, mixed netball and dance (including purchase of trophies).</p> <p>1.7 Encourage staff to become Minibus drivers to enable more use of minibuses</p> <p>1.8 Continue to develop girls sports – football stars programme.</p> <p>1.9 Ensure Children feel pride in representing school – kit must be clean and to a good standard.</p>	<p>travel</p> <p>1.9.1 cost of purchasing/maintaining kit.</p>	<p>children able to participate in competitive sport.</p> <ul style="list-style-type: none"> ● Children showcasing talents on a wider stage. ● Parents able to engage and watch children perform. ● Children taking part in sports not normally available to them. 	<p>restrictions.</p> <ul style="list-style-type: none"> ● School has entered cluster leagues and borough competitions for netball, football and tag rugby, for next year.
<p>2. Create links with professional sports clubs (Tottenham</p>	<p>2.1 Organise professional athletes to visit school.</p>	<p>2.1.1 cost for arranging visit.</p>	<ul style="list-style-type: none"> ● Children inspired to take up sports. 	<ul style="list-style-type: none"> ● This will be a target for 2021/22

Hotspur Foundation?)	<p>2.2 Arrange for athletes from a variety of sports.</p> <p>2.3 Explore opportunities to become link schools.</p> <p>2.4 Create pathways with school and club.</p> <p>2.5 Explore possibilities for coaches to run clubs.</p>		<ul style="list-style-type: none"> ● Children learn how resilience is needed in a sporting context. ● Children understand difficulties and sacrifices of becoming a professional athlete. 	
3. Organise Sports Camp	<p>3.1 Re-book event at LVAC</p> <p>3.2 Target children who will benefit from attending sports camp.</p>	3.1.1 Cost of venue.	<ul style="list-style-type: none"> ● Children have access to high quality coaching. ● Children have opportunity to excel and improve at faster pace. 	<ul style="list-style-type: none"> ● Sports Camp was postponed and we will look at arranging this for next year.
4. Participation in ELT organised tournaments.	<p>4.1 Ensure a range of key stages are included in ELT events.</p> <p>4.2 Target children who may not participate in extra-curricular clubs.</p> <p>4.3 Promote participation in different sports from those normally played.</p>	<p>4.1.1 cover for teachers attending events</p> <p>4.1.2 Cost of travel</p>	<ul style="list-style-type: none"> ● Children able to play competitive sports in safe environments. ● Children given access to new sports. 	<ul style="list-style-type: none"> ● All ELT tournaments were postponed - this will be something we work towards next year.