



Primary PE & Sport funding

At Cuddington 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.

The full amount of PE & Sport Premium received for 2019/20 is £17,990

| Intent | Impact | Sustainability |
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| | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: Sharing of the training with all staff and how they have identified opportunities to incorporate more physical activity into the school day. |
| To develop continued engagement in delivering high quality physical experiences. To continue to develop subject knowledge in this area. | We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools' agenda through local case studies. The actions being taken to tackle the issues presented are 1) Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Development Group in order to | 1) Staff are now more aware of the importance of increased physical activity. 2) Pupils enjoy Golden Mile as it enables them to continually strive for personal best distances. We have seen a real increase in all classes using this facility. Most children are keen to run as many laps as they can without stopping! |

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| | <p>develop actions for the areas identified by our Active School Planner Heat Maps.</p> <p>2) Our school runs a recreational running programme called Golden Mile where pupils run or walk laps of our designated track</p> <p>3) We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active.</p> <p>4) We have engaged with the British Cycling balance biking programme Ready Set Set, Big Pedal AND Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school.</p> <p>5) Throughout school closure our school has continued to promote physical activity with its school community, reinforcing the message that children should take part in 60 minutes of moderate/vigorous activity each day.</p> <p>6) We have shared challenges each day to support the #StayHomeStayActive & #StayInWorkOut campaigns and have promoted the use of 5-a-day fitness, Go Noodle, Cosmic Yoga, Joe Wicks Workouts</p> <p>7) For children in school we have maintained regular daily activity and shared this activity to inspire further engagement of those at home</p> | <p>3) Our Year 6 children have been trained by the local High School's Sports Lead in leading groups of children during play times and lunchtimes to play a variety of sports/games.</p> <p>4) All Reception and Year 1 children have engaged in our balance bike/pedal bike programme. We have seen an improvement in core development and fine motor development in this younger age group. We now have Year 2 children who can confidently ride pedal bikes. As a result of 1 Year 2 child finding this a real challenge, we have identified a physical need and now have an Occupational Therapist supporting the child's (cycling is one of the ways we offer this support).</p> <p>5) Each weekly timetable consisted in a requirement for children to engage in at least 60 minutes of physical activity at home.</p> <p>6) Whilst we only had 9 children regularly uploading physical activity whilst at home on our School Twitter account, we had a large number of children uploading their physical activity onto their 'class dojo' account.</p> <p>7) Each day during 'key worker provision' we had between 8 and 24 children in each day. Each day all children engaged in more than 60 minutes of physical activity. Each day, children were allowed to bring their bikes to school and use our cycle track.</p> | |
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| Intent | Impact | Sustainability | |
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| | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To increase the amount of physical activity in our school in addition to the children's PE lessons per week. | <p>1) We ensure our PE Subject Leader has appropriate support to develop our PE & 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 & Youth Sport Trust trainers.</p> <p>2) Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport.</p> <p>3) Staff have attended training which focuses on increasing attainment in Maths and English through physical activity in order to maximise the opportunities for our pupils to be physically active</p> <p>4) Staff have attended Active Curriculum workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day.</p> <p>5) Our school has supported a daily challenge programme to promote</p> | <p>As a result of PE Leader training and engagement, the following has supported a positive impact on physical activity;</p> <ul style="list-style-type: none"> • We have our Virtual School Games Mark • Introduce Phys Kids to school • Full use of 5 a day website • Engage KS2 pupils as Sport leaders, • Encourage less active pupils to engage in a healthy active lifestyle • To improve teachers confidence in delivering PE • Disadvantaged children positively engaging in PE lessons and other physical activity. | |

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| | regular physical activity throughout COVID and has taken part in a cluster assembly led by an athlete mentor which referenced the strategies they use to keep themselves well in terms of both of physical and mental wellbeing. | | |
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| Intent | Impact | Sustainability | |
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| | Make sure your actions to achieve are linked to your intentions: | Evidence of impact: | Sustainability and suggested next steps: |
| | We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE. 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) Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further. Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support. | All staff have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in: Quality first teaching in PE Improved confidence to teach a skill or a sport Lesson observations from Reception to Year 6 evidence positive engagement in PE with skills developed over time evident. Schools may wish to reference evidence | |

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| | <p>Our staff are engaged with the Royal Opera House/Royal Ballet 'Create: Dance' project which will see increase confidence, competence and a wider range of resources in school to support the teaching of dance.</p> <p>Our staff have continued to engage in professional development in PE, School Sport and Physical Activity throughout COVID-19, including:</p> <ul style="list-style-type: none"> • Applying for the YST Quality Mark • PESS Premium for Governors Training • The Power of an Active School • Leading High-Quality Teaching and Learning across the School • Leading Achievement in PE • Creating the Best PE Provision for our Learners • Assessment in PE • Using QuadKids Athletics as a competition across your school • Teach Active English & Maths Webinars | | |
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| Intent | Impact | Sustainability | |
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| | Make sure your actions to achieve are linked to your intentions: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| | 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 | | |

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| | <p>engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.</p> <p>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. 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.</p> <p>We invite children with SEND to attend the Vale Royal School Sport Partnership TOTALSport club which brings together children with similar disabilities and focuses on Paralympic and adapted sports.</p> <p>Throughout COVID-19 our pupils have been able to continue to engage in a wide range of inclusive physical activities through the daily challenge programme. We have used our PE curriculum as part of our recovery curriculum for returning students or for vulnerable children/those of key worker and have used lessons to build confidence and reinforce social distancing messages.</p> | |
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| Intent | Impact | Sustainability | |
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| | Make sure your actions to achieve are linked to your intentions: | Evidence of impact | Sustainability and suggested next steps: |
| | 1) Teachers attend a range of sport specific training courses to help us | 1) | |

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| | <p>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</p> <p>2) 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</p> <p>3) Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children.</p> <p>4) We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria</p> <p>5) Throughout COVID-19 our school has been able to engage with the programme of daily challenges, National School Sport Week at Home and also the county Virtual School Games, all of which aimed to reflect the competition programme familiar to our children. Each activity has focused on achieving a personal best in order</p> | <p>Up until the pandemic started, Cuddington pupils attended competitions across 8 sports. We reached the County finals for hockey.</p> <p>2)</p> <p>We achieved the School Games Gold Mark and are taking steps to work towards the Platinum Mark.</p> <p>3)</p> <p>We achieved the Virtual Games award in recognition of all the physical activities which Cuddington Children engaged in.</p> | |
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| | to promote resilience, determination, self-belief and to build confidence. | | |
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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 75% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 75% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 19% |
| 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? | N |

*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 | |
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| Head Teacher: | Sue Mills |
| Date: | September 2020 |
| Subject Leader: | Barry Hutchinson |
| Date: | September 2020 |
| Governor: | Rose Marsden |
| Date: | September 2020 |

