



**REVIEW 2018-19 – Cramlington Village Primary School**

In 2018-19, Cramlington Village Primary School received £17400, £8700 of which is used to fund participation in the Cramlington School Sport Partnership programme.

PE and Sport Premium funding is being used to secure improvements in the following areas:

**Key Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school**

Intent	Implementation	Impact	Sustainability and next steps
To engage less active children in physical activity	<ul style="list-style-type: none"> <li>• Pilates</li> <li>• Skipping</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Year 5 Boy with SEND needs was really reluctant to join in with the Pilates provision. Thursdays were a challenge for him and he would refuse to come to school on these days, after much encouragement and teacher support he took small steps to join in. The teacher would also participate in the sessions to give this boy support. After 3 weeks he started to enter school and join in with much more confidence and started to reflect positively on the sessions. In Spring 2 we set up a Pilates club. This child decided he would like to try the club as well as the PE sessions. This child has never been to an extracurricular club as a pupil at CVPS. This is a huge personal achievement and 15 other children also joined the club from Y3 – Y6.</li> <li>• Pilates provision was given to Y3, 4 and 5 children in their PE curriculum time. Due to the interest, we set up an after school club to further engage interest.</li> <li>• Skipping was delivered to the Y5 class. This opportunity developed their team skills and cooperation to work together, through this their skipping skills developed. They</li> </ul>	<p>Use PE and Sports Premium to book Pilates for 2019 – 2020.</p> <p>Use Skipping in PE lessons as a warm up activity to develop skills and fitness in KS2 classes.</p>



		worked in pairs and groups to develop each other's techniques and develop their resilience.	
To increase physical activity in the playground	<ul style="list-style-type: none"> <li>• Sports Leaders / Playground leaders</li> <li>• Sports equipment</li> <li>• Hula hoop day</li> </ul>	<ul style="list-style-type: none"> <li>• Gill Smith provided Sports Leader training to the whole Year 5 class. From this session we identified those children who were willing and skilful to be sports leaders. We set up a rota and used the game ideas from Gill to plan a weekly timetable. This increased the physical activity in the playground across school. The leaders developed their communication skills and independence to lead a game without teacher support.</li> <li>• New equipment has been purchased for playground use and PE provision. This has enabled more children to use the equipment at break and lunchtimes and has stocked up our resources so there is enough equipment for every class.</li> <li>• All children in school participated in a Hula Hoop day. This impacted break time activity. Children would use the hoops to set up their own competitions and games using the ideas that they had seen on the Hula Hoop day.</li> </ul>	<p>To train the new Year 5 children to be Sports Leaders for 2019 – 2020.</p> <p>To book a Hula hoop day for the whole school.</p> <p>To monitor PE equipment and create a wish list for future orders.</p>
To engage children in their personal interests	<ul style="list-style-type: none"> <li>• Football club</li> </ul>	<ul style="list-style-type: none"> <li>• After the Football taster sessions delivered by Cramlington United children requested that we set up a Football club in the Summer term. Responding to pupil voice, this idea was acknowledged and we have 30 children attend the weekly club, from Y4, 5 and 6 classes.</li> </ul>	To plan school council to conduct a club questionnaire.
To link with community providers to increase pupil participation in physical activity.	<ul style="list-style-type: none"> <li>• Tag Rugby</li> <li>• Wild Cats Taster day</li> <li>• British Judo Taster day</li> <li>• Gymnastic competition at the</li> </ul>	<ul style="list-style-type: none"> <li>• Cramlington Rockets have delivered curriculum sessions to KS2 classes this year. There were 5 children who attended the Easter Rugby Camp this year and 3 children have joined the Cramlington Rockets team outside of school after their curriculum teaching was delivered. Communication has been good from the team and they have supported the PE coordinator to choose children for the competitions. This has supported assessment.</li> </ul>	Book Cramlington Rockets provision.



	<p>Northern Gymnastics club</p> <ul style="list-style-type: none"> <li>• Tag Rugby Festivals</li> <li>• Cricket Festivals</li> </ul>	<ul style="list-style-type: none"> <li>• The Wild Cats session was favoured by many children. Due to the popularity of the event we responded to pupil voice and started a Football club. We made a link with a Wild cat coach, who also works for CVPS as part of the cleaning team, who facilitated the club with a member of staff.</li> <li>• The British Judo taster day was another popular event. Since the taster day 2 children have joined a local martial arts club.</li> <li>• The Tag Rugby Festivals and Cricket Festivals have been a fantastic opportunity to include all children in an event. This has had a huge impact on children's participation and enjoyment for new sports and allowed children to experience new sports.</li> </ul>	
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**Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole school improvement**

Intent	Implementation	Impact	Sustainability and next steps
<p>To increase awareness of positive mental health</p>	<ul style="list-style-type: none"> <li>• Pilates</li> <li>• Pilates CPD</li> <li>• Pilates after school club</li> </ul>	<ul style="list-style-type: none"> <li>• Pilates was offered this year, for the first time. The delivery of the sessions was brilliant and the progression of skills were pitched well. These sessions were targeted at the older children in school to support their mental health and wellbeing. The sessions were also supported by a class teacher to develop their CPD needs. The sessions had an impact on class assembly provision too. In Y5 the teacher used the Pilates techniques and breathing exercises to continue mental health teaching and mindfulness assemblies each week during the Spring term. The assemblies and Pilates activities worked well together. The breathing techniques and Pilates skills also supported the SEND children when struggling with their emotions.</li> </ul>	<p>Book Pilates sessions for next year with Jillates.</p>



		<ul style="list-style-type: none"> <li>• Due to the enjoyment of the Pilates session, an after school club was offered to KS2 children.</li> </ul>	
<p>To celebrate and reward participation in sport</p>	<ul style="list-style-type: none"> <li>• Celebration assembly</li> <li>• Outside achievement</li> <li>• Swimmer of week</li> <li>• Badges</li> <li>• School Games award delivered by Gill Smith</li> </ul>	<ul style="list-style-type: none"> <li>• To raise aspirations in sport and games we celebrate success in our celebration assembly on a Friday. We give attention to the following: competition success and participation, Festival participation, team awards, individual success, swimmer of the week and swimming badges. Children receive their certificates and often have a team photograph, which is added to our weekly newsletter to acknowledge their success and participation.</li> <li>• Golden Book and Kindness Champion awards are also given, which often have a link to PE and Sport achievements.</li> <li>• Outside of school success is also celebrated. Children often demonstrate their skill (karate, dance) or show a video of their skill (football, ice skating) to the whole school and medals, award, trophies and certificates are presented.</li> <li>• Gill Smith attended one of our Celebration assemblies to award our school with their Gold School Games award.</li> </ul>	<p>To continue to celebrate success for in school and out of school activities.</p>
<p>To promote PE and school sport with parents</p>	<ul style="list-style-type: none"> <li>• Facebook</li> <li>• Weekly newsletter</li> <li>• Whole School Display board</li> </ul>	<ul style="list-style-type: none"> <li>• Competition, festival, curriculum and extracurricular news is shared on each class Facebook Page. This has a positive impact on communication and parent-teacher relationships. It also allows families to see photographs from the event and celebrate their success with us.</li> <li>• Our weekly newsletter includes sport updates and celebrations. This is an effective way to communicate with families.</li> <li>• Taster days and camp information is also added to Facebook and the newsletter to promote links with local clubs.</li> </ul>	<p>To continue to promote PE and Sport events on Facebook and in weekly newsletters.</p>



		<ul style="list-style-type: none"> <li>• A whole school display board is used to acknowledge sporting achievements and is visible to all children at CVPS. This is updated every term and promotes participation in sport.</li> </ul>	
To engage and respond to pupil voice	<ul style="list-style-type: none"> <li>• School council</li> </ul>	<ul style="list-style-type: none"> <li>• School council often help to complete surveys for clubs and PE provision. Pupil voice noted that Football was requested and a Football club was set up.</li> <li>• Pilates provision was also a popular choice, therefore a Pilates club was offered.</li> <li>• These clubs had an impact on our extracurricular interest and numbers for clubs.</li> </ul>	To allow School council in 2019 – 2020 to take a lead on surveys and questionnaires.
To develop team skills and relationships in Year 5	<ul style="list-style-type: none"> <li>• Team Games</li> <li>• Skipping</li> </ul>	<ul style="list-style-type: none"> <li>• The Y5 class struggle with their resilience, cooperation and communication skills when working in a group situation. The Skipping competition gave the children something to focus and work towards to strengthen these skills. The skipping skills were tricky to master, which developed their resilience. When the Y5 children were challenged to choreograph a skipping routine performance this worked on their team skills. With teacher support the children worked more cooperatively and considered each other's strengths with more consideration. The skipping competition was an opportunity for the Y5 class to showcase their team dance.</li> <li>• The Year 5 teacher also wanted the Y5 children to develop their team game skills to play fairly, cooperatively, develop their decision making and organising skills too. Gill delivered team games to Year 2 and Year 5 in the Summer term to develop these skills. Gill tailored her planning to meet the requirements for the class. As well as being physically active they were practising these PE values.</li> </ul>	<p>The Y5 Teacher to mimic similar team games style session next year.</p> <p>To share team game ideas with staff.</p>



**Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Intent	Implementation	Impact	Sustainability and next steps
<p>To give CPD opportunities to all staff.</p>	<ul style="list-style-type: none"> <li>• Team Games with Y2/Y5</li> <li>• Pilates with Jill</li> <li>• Badminton</li> <li>• Multi skills sports and Play</li> <li>• Yoga in EYFS</li> <li>• Tag Rugby – Cramlington Rockets</li> </ul>	<ul style="list-style-type: none"> <li>• The Y5 teacher said “Pilates sessions were valuable for me to participate in, especially as there were a few reluctant children who wouldn’t get involved. The sessions taught me breathing techniques, progression of Pilates skills and challenge ideas for more able children”.</li> <li>• The team games provision provided the Y5 teacher with lesson ideas and supported her with lesson pace. The games played have given her ideas to develop and share with the staff team.</li> <li>• The Tag Rugby sessions have supported teachers to understand the principal rules of the game and has given them ideas for games to develop skill progression.</li> <li>• The Reception teacher explained “Yoga has been brilliant for EYFS. The concentration is the main thing, helping our core strength, coordination, flexibility and also giving the children a chance to have some calm breathing and relaxing time”.</li> </ul>	<p>To conduct a staff survey for 2019 – 2020.</p>
<p>To listen to the ‘staff voice’.</p>	<ul style="list-style-type: none"> <li>• Invested in new resources to support PE resources</li> <li>• Staff survey</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to a staff survey, the PE coordinator ordered additional resources and Sports equipment for lessons. This has given teachers more choice for planning lessons.</li> </ul>	



**Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Intent	Implementation	Impact	Sustainability and next steps
To try new experiences and sporting opportunities.	<ul style="list-style-type: none"> <li>• Pilates teaching</li> <li>• Pilates Club</li> <li>• Judo</li> <li>• Badminton</li> <li>• Yoga teaching</li> <li>• Yoga club</li> </ul>	<ul style="list-style-type: none"> <li>• The variety of new provision and clubs that have been offered this year have allowed children in all classes to experience new sports and develop their attitude.</li> <li>• The classes who tried the Pilates and Yoga sessions in curriculum time were participants in the extracurricular Yoga and Pilates club.</li> </ul>	To try Hockey and Basketball sessions to offer a new experience.
To be inclusive and involve all children in events.	<ul style="list-style-type: none"> <li>• Attending the Cricket festival, Rugby festival and Multi skills festival</li> </ul>	<ul style="list-style-type: none"> <li>• Children in Y2, Y3, Y4 and Y5 have all been involved in whole class inclusive events to promote participation in sport. These events have enabled children from all ability groups and backgrounds to attend an event to develop their confidence, attitude and confidence in sport.</li> </ul>	To take part in the 2019 – 2020 School Games.
To give opportunities to children who are showing potential.	<ul style="list-style-type: none"> <li>• Multi Skills academy</li> <li>• Dance academy girls</li> </ul>	<ul style="list-style-type: none"> <li>• The multi skills academy gave high achievers in PE to compete against other local Primary Schools. This opportunity allowed children to be recognised for their efforts and boosted their confidence for future events. 1 Y5 girl got through, which was celebrated in school. This has</li> </ul>	To celebrate achievements from those who are showing potential.



given Y3 and 4 children motivation to aim for this in a few years.

**Key Indicator 5: Increased participation in competitive sport**

Intent	Implementation	Impact	Sustainability and next steps
To ensure pupils are prepared for competitions	<ul style="list-style-type: none"> <li>• Planning of extracurricular clubs and curriculum opportunities</li> <li>• Athletics teaching</li> <li>• Golf teaching</li> </ul>	<ul style="list-style-type: none"> <li>• When reflecting on last year it was evident that children were not as prepared as they could have been for competing. This year support was planned with more consideration to competition dates and allowed progression skills to be developed before the date. This had a huge impact on the results and confidence of the children. In skipping we scored third in some skills, in Athletics we came third in running and in Tag Rugby we came third in the shield game.</li> </ul>	Ensure the yearly PE plan is clear and provision is booked in advance.
To give opportunities to a mix of ability groups in competitive games.	<ul style="list-style-type: none"> <li>• Entered cup and shield teams for Football, Golf and Rugby.</li> </ul>	<ul style="list-style-type: none"> <li>• In Golf, Football and Rugby competitions, 2 teams were entered for each, a cup and a shield. This allowed more children to access the opportunities as well as differentiating the teams according to their abilities. This allowed some children who have never competed before to compete another school.</li> </ul>	Continue this opportunity.
To ensure that all children have the opportunity to participate	<ul style="list-style-type: none"> <li>• Festivals</li> <li>• Carefully consider groupings for competitions</li> <li>• Sports Day</li> </ul>	<ul style="list-style-type: none"> <li>• The coaches and teachers supported each other to decide on groupings. Children from all backgrounds were given opportunities.</li> <li>• Sports Day was delivered to KS1 and KS2. This whole school event allowed all children to celebrate sport with their families.</li> </ul>	Continue this opportunity.  Plan Sports Day for 2019 - 2020
To prepare for competitions	<ul style="list-style-type: none"> <li>• Skipping CPD with Gill Smith</li> </ul>	<ul style="list-style-type: none"> <li>• Gill Smith supported the Year 5 class to prepare their skipping skills for the competition. This impacted their confidence and understanding of the rules.</li> </ul>	



**Meeting national curriculum requirements for swimming and water safety**

Percentage of current Y6 cohort that can swim competently, confidently and proficiently over a distance of at least 25m	<b>87.5 %</b>
Percentage of current Y6 cohort that can use a range of strokes effectively [for example front crawl, backstroke and breaststroke]	<b>87.5 %</b>
Percentage of current Y6 cohort that can perform safe self-rescue in different water based situations	<b>87.5 %</b>
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?	<b>Yes / No</b>

**School Games Mark**

2015-16	2016-17	2017-18	2018-19
Silver	Bronze	Gold	Gold