



PE and Sport Premium

Evidencing the impact of the PE and Sport Premium

Amount of Grant Received- £19520

Date: July 2020

Progress RAG - **RED** - Needs addressing, **AMBER** - Addressing but further improvement needed, **GREEN** - Achieving consistently

Key Priority: PE - To improve the quality of teaching and diversity of the curriculum in order for all pupils to make regular and sustained progress						
Actions and strategies	Evidence	Cost	Impact and sustainability	Progress (RAG)		
				17-18	18-19	19-20
Professional Development						
Develop and implement a professional learning plan appropriate for the needs of all staff to enable them to deliver high quality PE and physical literacy. UK Sports to support identified staff including available resources through partnerships.	<ul style="list-style-type: none"> Lesson observations - developing what we want to see in a lesson Informal discussions with staff Staff questionnaire Staff professional learning Using expert advice to evaluate strengths and weaknesses in PE via SSCO PE CPD available from SHAPES 	£2300	Staff are confident and competent to deliver high quality PE.	G	G	G
			The quality of all PE lessons is good or outstanding.	G	G	G
			Good practice is shared and feedback sought which drives the effective development of PE.	A	A	A
			All children feel confident to participate in PE.	G	G	G
			Positive impact on whole school improvement. Lessons follow Teaching	G	G	G

<p>that lesson. A warm up and a cool down are planned for.</p> <p>Pupils in the school have two sessions of PE per week. One session is with the class teacher, one with a specialist PE coach.</p> <p>UK sports coach assess pupils and pass data onto class teachers</p>	<ul style="list-style-type: none"> • UK sports use the same assessment milestones and pass onto staff for data capture • UK sports assessments milestones shared with PE leader 		<ul style="list-style-type: none"> • All pupils enjoy and achieve in PE. 			
<p>Key priority: School Sport - To increase opportunities for participation, including for our young SEND pupils, in a range extra-curricular and competitive opportunities</p>						
<p>Audit, plan and develop inclusive before school, lunch and after school activities, using staff and coaches. For example, FOC lunchtime activities.</p> <p>Use local coaches to provide extra- curricular activities.</p> <p>Midday supervisors trained to organise and support playground games. Extra MDA employed. Sports Coach Tuesday to Friday at lunchtimes.</p> <p>Increase the number and range of extra-curricular opportunities by providing free places.</p> <p>Implement a promotion campaign to ensure as many children as possible attend extra-curricular</p>	<ul style="list-style-type: none"> • Observations of external deliverers. • Observations by appropriate Governor. • Pupil discussion • Extra curricular registers • Extra curricular plan. • Weekly newsletter • Daily blog • Bespoke letter • Cross-Country - extra vests purchased • SSCO • Achievements from extra-curricular celebrated in assemblies • Teacher discussion to help PE leader choose children for PE active day. • Gofundme donations for Race for Life 	<p>£203</p> <p>£3161</p>	<p>The range of extracurricular opportunities after school have increased and included those requested by pupils.</p> <p>The extra-curricular opportunities are open to all of our SEND pupils and responds to their wants and needs.</p> <p>Engagement and enjoyment at lunch and break times increases.</p> <p>Pupils activity at lunch and break times increased.</p> <p>Improved behaviour in attendance and reduce of low level disruption.</p> <p>Engage or reengaged disaffected pupils through lunch time clubs with sports trainer.</p> <p>PE physical activity and school sport have a</p>	<p>G</p>	<p>G</p>	<p>G</p>

<p>clubs regularly.</p> <p>Provide further opportunities for pupils who are gifted and talented in PE and sport.</p> <p>Sporting achievements are recognised in celebrations assemblies.</p> <p>Target groups of pupils to be identified. Young Ambassadors to promote a boot camp.</p> <p>Kwik cricket for children with SEN, through SHAPES. Postponed due to Covid19.</p> <p>Active boys and girls day for children who do not participate in PE. Grant given to set up a club from SHAPES. Transport through SHAPES.</p> <p>Daily mile started during lockdown. Originally discussed to start Summer term 1.</p> <p>Race for Life 5km</p> <p>Free cricket sessions to promote local cricket club from Chance to Shine Years 3-5</p>			<p>high profile and are celebrated across the life of the school.</p> <p>Increased staffing capacity and sustainability.</p> <p>Improve pupils attitude to PE & School Sport</p>			
Competitive Opportunities						
<p>Promote competitive opportunities for all pupils across school in both intra and inter</p>	<ul style="list-style-type: none"> • Participation rates. • Increase staffing capacity. • Successful football team. 		<ul style="list-style-type: none"> • Increase of young people representing their school. • Pupils recognise the wider benefits 	G	G	G

<p>school formats including Virtual Festivals. Including opportunities for children with SEN.</p> <p>Implement a reward system that celebrates achievements in PE and school sport eg effort, fair play. Celebration Wall, newsletter.</p> <p>Ensure that all sports coaches and instructors employed to support after school sports clubs are quality assured - UK Sports are on the LA's list of approved providers.</p> <p>Signpost pupils to opportunities available in the local community.</p> <p>Sporting Activity Day</p>	<ul style="list-style-type: none"> • Successful Saturday cross-county team. • Funding transport to take pupils to external events. • Use of weekly 'Roar' • Free cricket sessions used as feeder to local cricket club attended by school governor 	<p>£90</p>	<p>of participating in sport and consider it an important part of their development.</p> <ul style="list-style-type: none"> • The extra-curricular sport provision is of high quality and delivered safely by school staff and quality assured coaches. Deputy Head monitors. • Ensuring strong, sustainable and effective links to the games legacy and Olympic and Paralympic values. 			
<p>Key Priority: Health and well-being - To use physical activity to improve pupils' health, wellbeing and educational outcomes</p>						
<p>Develop and implement a healthy active lifestyle programme.</p> <p>Develop and implement a young active leaders programme - Young Ambassadors.</p> <p>Healthy eating and good lifestyle choices are part of the PSHCE curriculum</p> <p>Stockport County assembly promotes living a healthy lifestyle</p>	<ul style="list-style-type: none"> • Observations • Pupil discussion - School Council • Attendance Registers 		<p>Pupils consistently make healthy lifestyle choices that are celebrated and shared</p>	<p>A</p>	<p>A</p>	<p>A</p>
			<p>Positive attitudes towards healthy active lifestyles are encouraged among pupils and staff and extended to parents and carers including staff wellbeing.</p>	<p>G</p>	<p>G</p>	<p>G</p>
			<p>All pupils meet the nationally recommended activity levels.</p>	<p>G</p>	<p>G</p>	<p>G</p>
<p>Engaging the least active</p>						

<p>Identify and target those children who are least active in a physical activity programme. (Active Boys Day)</p> <p>Forest School is a fantastic initiative that allows all learners to develop confidence and self-esteem.</p> <p>Link with other subjects that can contribute to pupils SMSC skills e.g. Dance.</p> <p>A range of activities are planned so that children can experience a number of sports. This increases the chances of them finding a sport which they really enjoy.</p> <p>Daily mile during lockdown.</p>	<ul style="list-style-type: none"> • Observations • Policies • Participation rates • Active boys day 	<p>£4530</p>	<p>Targeted pupils increase activity levels.</p>	<p>A</p>	<p>G</p>	<p>G</p>
			<p>Good citizenship promoted.</p>	<p>A</p>	<p>A</p>	<p>A</p>
<p>Key Priority: To use PE, school sport and physical activity to impact on whole school priorities</p>						
<p>Identify and target pupils who require support with attendance, behaviour and attitudes to learning and encourage to participate in physical activity and sporting programmes through a lunchtime sports clubs.</p> <p>Develop a whole school approach to rewarding pupils, building on sport values to improve school ethos and pupils social and moral</p>	<ul style="list-style-type: none"> • Attendance registers. • Rewards given. • Pupil discussion. • Membership of networks eg SSP. 		<p>PE, physical activity and school sport are contributing towards improving behaviour for targeted groups</p>	<p>G</p>	<p>G</p>	<p>G</p>
			<p>Pupils understand the contribution of physical activity and sport to their overall development</p>	<p>G</p>	<p>G</p>	<p>G</p>
			<p>School values and ethos are complemented by sporting values</p>	<p>G</p>	<p>G</p>	<p>G</p>

<p>development including Learning Powers. This also includes team points and houses named after 2016 Olympic and Paralympic GB heroes.</p> <p>Network with other subject co-ordinators to share good practice - PLT meetings.</p> <p>PE leader attended CPD from Jude Riddings and Steve Busby.</p> <p>PE leader has medium and long term plans for UK sports and developing PE curriculum.</p> <p>Securing for the subject leader to undertake reviews and construct further development plans.</p> <p>To aid leadership skills of play leaders - Year 5's trained by SSCO.</p> <p>On - going review of impact on professional learning for PESS, the profile of PESS, Achievement, behaviour and safety, leadership and management.</p>			There are fewer instances of poor behaviour in targeted pupils	G	G	G
			Pupil concentration, commitment,	A	A	G
			Self-esteem enhanced.	A	A	A
			Positive behaviour and sense of fair play enhanced	A	A	A
			Ongoing review will provide further evidence of effective use of the funding, identify the added value of the funding and support areas of need to enhance overall provision	A	A	A
		Total	£16959			
			£2541 carried forward to 2020 - 2021			

What percentage of current Year 6 swim competently?	59%
What percentage of current Year 6 use a range of strokes effectively?	59%
What percentage of current Year 6 perform safe self-rescue in different water-based situations?	59%
What percentage of current Year 6 are working beyond NC1?	10%