

## Cale Green Primary School School Games workmark - Simplified - RGB

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| **Evidencing the impact of the PE and Sport Premium** | | | | | |
| **Amount of Grant Received** | £ 18,643 | **Amount of Grant Spent** | £ 19,491 | **Date July 2023** | Updated July 2023 |
| **RAG rated progress:**   * **Red** - needs addressing * **Amber** - addressing but further improvement needed * **Green** – achieving consistently | | | | | |

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

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| **Meeting national curriculum requirements for swimming and water safety** |  |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 86.5% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 83.7% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 95% |
| 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? | Yes |
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| **Key indicator 1: The engagement of all 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* | | | | | | | | | | | | | | | |
| **School focus with clarity on intended impact on pupils:** | | | **Actions to achieve:** | | **Funding allocated:** | | **Evidence and impact:** | | **Sustainability and suggested next steps:** | **22/23** | | **23/24** | | **24/25** | |
| Additional opportunities for physical activity during the primary school day – curriculum | | | * Mile A Day * Wake up shake up * BBC Movers | | £0 | | * Raising physical activity levels & fitness | | * Expand numbers and year groups attending |  | |  | |  | |
| Lunches & playtimes | | | * Play leaders organizing structured games at lunchtime * Multi-skills club run by Life Leisure * Change4Life Club | | See Life Leisure funding | | * Raising physical activity levels & fitness * Reducing playground incidents | | * Maintain & expand leadership programme |  | |  | |  | |
| Extra-curricular  After school clubs) | | | * Football Club (Life Leisure) * Gymnastics Club * Cross Country * Stockport County Coaching | | £1440 (gymnastics, includes curriculum coaching)  £220 | | * Raising physical activity levels & fitness * Targeting girls for increased activity * Increasing range of activities offered to children | | * Increase offer by employing more coaches * Encourage & train school staff to offer clubs |  | |  | |  | |
| Introduce a Girls Active Club to the extracurricular programme | | | * 8 girls & TA to attend girls active day run by SHAPES * PE coordinator to have meeting with girls & discuss their activity choice * PE coordinator to set up new after school club | | £0 | | * Increased participation by girls in extra-curricular activities – club register | | Review club at end of year and attend Girls Active day   * 2023-24 |  | |  | |  | |
| Introduce a Boys Active Club to the extracurricular program | | | * 8 boys & TA to attend boys active day run by SHAPES * PE coordinator to have meeting with boys & discuss their activity choice * PE coordinator to set up new after school club | | £0 | | * Increased participation by boys in extra-curricular activities – club register | | Review club at end of year and attend Boys Active day   * 2023-2024 |  | |  | |  | |
| **Key indicator 2: Raising the profile of PE & Whole School Improvement**   * *The profile of PE and sport being raised across the school as a tool for whole school improvement* | | | | | | | | | | | | | | | |
| **School focus with clarity on intended impact on pupils:** | | **Actions to achieve:** | | **Funding allocated:** | | **Evidence and impact:** | | **Sustainability and suggested next steps:** | | **22/23** | | **23/24** | | **24/25** | |
| Attendance & Punctuality | | * Target pupils for active intervention programmes e.g. Change4Life Club, Boys/girls active | | £0 | | * Improved attendance & punctuality for targeted pupils | | * PE, physical activity & school sport contribute to improvement in attendance & behaviour for targeted groups | |  | |  | |  | |
| Behaviour & Attitudes to Learning | | * Whole school approach to rewarding physically active & sports achievements e.g. assemblies | | £0 | | * Fewer instances of poor behaviour in targeted groups * Pupil concentration, commitment & self-esteem enhanced | | * Make use of SHAPES rewards – certificates/stickers/badges to raise the profile of physical activity | |  | |  | |  | |
| Improving Academic Achievement | | * Introduce Active curriculum | | £0 | | * Improved Concentration * Higher standards of academic achievement | | * Whole school targets met more effectively * Staff make links across subjects & themes including PE | |  | |  | |  | |
| Health & Well Being/SMSC | | * Spirit of the games values used to reward children in PESS * Whole school approach to rewarding physically active & sports achievements e.g. family assembly * Celebrating success through newsletters, website & social media | | £0 | | * Happier children * Lower rates of children with poor mental health * More resilient children | | * School values ethos are complemented by sporting values * Pupils understand the contribution of PESS to their overall development | |  | |  | |  | |

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| **Key indicator 3: High Quality Teaching**   * *Increased confidence, knowledge and skills of all staff in teaching PE and sport* | | | | | | | | |
| **School focus with clarity on intended**  **impact on pupils:** | **Actions to achieve:** | **Funding**  **allocated:** | **Evidence and impact:** | **Sustainability and suggested**  **next steps:** | | **22/23** | **23/24** | **24/25** |
| Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this) | * Ensure all pupils access 2 x 60 minute PE lessons a week. | SHAPES Alliance Support  £7770 | * Pupil’s consistently achieving NC outcomes | * Aspire to have 2 x 60 minute PE lessons on the curriculum | |  |  |  |
| Review the quality of teaching & consider best way of allocating CPD from PE specialist, courses & other sources | * Develop & implement a professional learning plan for the needs of all staff | Life Leisure Curriculum support  £7800  Gymnastics Coach  £1440 | * Staff access support to achieve and confidence to teach high quality lessons increased | * Priority for CPD going to new/less experienced staff | |  |  |  |
| PE Coordinator allocated time for planning & review | * Timetable subject time for PE coordinator to meet with PE specialist * Timetable subject leader time * Ensure PE coordinator can attend all SHAPES meetings | SHAPES Alliance support budget | * Meetings have taken place * An effective, impactful & smoothly run PE programme | * Ensure meeting timetable continues to be a priority * Allow time for PE coordinator to observe PE lessons being taught by NCJ staff | |  |  |  |
| Review supporting resources | * Research Get set for PE as new curriculum for school * Signposting staff to the appropriate module for each activity |  | * A broad, balanced & varied curriculum that really engages & challenges pupils raising attainment in PE across the whole school | * Explore new resources e.g. Get Set 4 PE as possible options for the future | |  |  |  |
| Review of PE equipment to support quality delivery | * See SHAPES list of essential PE equipment & order accordingly | £0 | * Well stocked PE cupboard with all the resources required to deliver the curriculum as planned | * Maintain current well stocked PE cupboard | |  |  |  |
| Support TA’s & other adults to access relevant CPD to enhance the school PESS workforce | * Signpost TA’s to SHAPES & other organizations CPD | SHAPES Alliance support budget | * Wider variety of activities being offered at Cale Green | * Involve increasing numbers of support staff in extracurricular offer | |  |  |  |
| Introduce an assessment programme for PE to monitor progress – use get set for PE when introduced. | * Use SIMs Assessment in PE Tool to monitor levels of performance in PE | £0 | * Staff to assess in PE after each block of work * Better progression in PE | * Staff to reflect on prior learning from previous year to inform current learning needs | |  |  |  |
| **Key indicator 4: Broader Range of Activities**   * *Broader experience of a range of sports and activities offered to all pupils* | | | | | | | | |
| **School focus with clarity on intended**  **impact on pupils:** | **Actions to achieve:** | **Funding**  **allocated:** | **Evidence and impact:** | | **Sustainability and suggested**  **next steps:** | **22/23** | **23/24** | **24/25** |
| Review extra-curricular offer | * Develop offer to ensure each year group & gender are catered for e.g. festivals, health & activity weeks, school challenge, family challenge, Bee Happy Bee Active Bee HealthyChallenges, School Games | SHAPES Alliance support budget | * Greater take up of extracurricular activities * Healthier & fitter children | | * Increase number of extracurricular clubs being offered |  |  |  |
| Review extra-curricular activity balance | * Develop an offer to include a broad range of activities e.g. gymnastics, football, cross country, booster swimming | Catch up swimming, extra coach £3000 | * Greater impact on wider audience attending clubs | | * Introduce a new activity for the extracurricular club offer |  |  |  |
| Review offer for SEND pupils | * Develop PESS offer to be inclusive to ALL groups within the school community |  | * Increased number of SEND children accessing PESS activities | | * Attend a SHAPES SEND event |  |  |  |
| Target inactive pupils | * Develop an intervention programme for physically less active children * Continue Change4Life Program run by sports Leaders | £0 | * Change4Life club which children enjoy attending | | * Maintain current club offer * Widen offer to different year groups |  |  |  |
| **Key indicator 5: Competitive Sport**   * *Increased participation in competitive sport* | | | | | | | | |
| **School focus with clarity on intended impact on pupils:** | **Actions to achieve:** | **Funding**  **allocated:** | **Evidence and impact:** | | **Sustainability and suggested**  **next steps:** | **22/23** | **23/24** | **24/25** |
| Review School Games Participation including a cross section of children who represent school | * Use SHAPES Competition Events Calendar to plan competition entries for year * Use new SHAPES booking system to enter events * Place table of events in staff room encouraging members of staff/TA’s to sign up & volunteer to support events * Review children who have represented school in the past (registers) & ensure a wider range of children get involved by choosing events to attract children who have not taken part before | £0 | * Higher % of children taking part in competition * More staff members contributing to competitions programme * Increase in first time competitors – registers | | * Maintain higher levels of staffing, encouraging more staff to take responsibility for whole events so freeing up other staff to take on new events next year |  |  |  |
| Review competitive opportunities for SEND children | * Ensure SEND pupils are identified and supported to attend appropriate competition |  | * Higher % of SEND pupils attending SSP competitions * Higher % of SEND ch taking part in Level 1 competitions | |  |  |  |  |
| Increase Level 1 competitive provision | * Review current Level 1 provision and participation rates * Plan a programme of Level 1 events to ensure ALL children get the opportunity to access at least one competition across the year * Engage with SHAPES annual school challenge * Specialist PE teacher to run 1 x Level 1 competition each half term | SHAPES Alliance support budget | * Increased % of children participating in Level 1 competitions * More ch experiencing the benefits of appropriately delivered competitive sport | | * Teachers to deliver Level 1 competitions at the end of appropriate units of work |  |  |  |
| Book transport in advance to ensure no barriers to children attending competitions | * Review SHAPES competitions calendar and book all transport at the beginning of the term for events we wish to attend | £480 | * Higher % of children attending SHAPES competitions | | * Explore possibilities of using parent/staff car for transport |  |  |  |
| Extending Competition Offer | * Consider establishing friendly competitions with neighbouring school you can walk/use staff cars to attend | £0 | * Increase in competition uptake | | * Work with RC to engage local school & set up events |  |  |  |
| Create Stronger Links to Community Clubs | * Sports specific coaching programmes * Development Days * Survey pupils to find out which out of school clubs they attend and create an information sheet to send to parent/carers. | Lacrosse coaching  £220 | * Creating pathways from school competition to community club participation * More children attending out of school clubs | | * Increase number of SCL’s annually * Increase number of children attending clubs out of school. |  |  |  |

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| **30 Active Minutes Review** | | | | | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reception** | 30 Mins outdoor play | 30 Mins outdoor play | 30 Mins outdoor play | 30 Mins outdoor play | 30 Mins outdoor play |
| **Year 1** | Mile a day 15 mins | Mile a day 15 mins | Mile a day 15 mins | Mile a day 15 mins | Mile a day 15 mins |
| **Year 2** | Mile a day 15 mins | Mile a day 15 mins | Mile a day 15 mins | Mile a day 15 mins | Mile a day 15 mins |
| **Year 3 e.g.** | Mile a day 15 mins | Mile a day 15 mins  Walk to swimming | Mile a day 15 mins | Mile a day 15 mins | Mile a day 15 mins  Change4Life |
| **Year 4** | Mile a day 15 mins | Mile a day 15 mins  Walk to swimming | Mile a day 15 mins | Mile a day 15 mins | Mile a day 15 mins  Change4Life |
| **Year 5** | Mile a day 15 mins | Mile a day 15 mins  Walk to swimming | Mile a day 15 mins | Mile a day 15 mins | Mile a day 15 mins |
| **Year 6** | Mile a day 15 mins | Mile a day 15 mins  Walk to swimming | Mile a day 15 mins | Mile a day 15 mins | Mile a day 15 mins |