## https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTbEUmlDiMZ7X550j0e6NnRJAc42ilYIcO-cJlESLVpnoRb9cKixcJGVDXuStockport SSP Logo Windows PictureCale Green Primary School

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| **Evidencing the impact of the PE and Sport Premium** |
| **Amount of Grant Received**  |  £18040   | **Amount of Grant Spent** **£17,357** | £17357 Spent to date  | **Date**March 2018 | **Updated** July 2021 |
| **RAG rated progress: o*** **Red** - needs addressing
* **Amber** - addressing but further improvement needed
* **Green** – achieving consistently
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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:** | **17/18** | **18/19** | **19/20** | **2020****-****2021** |
| Lunches & playtimes  | * Employ coach to offer activities in the playground 2 x lunchtimes per week.
* Playground leaders are to roll out active lunchtimes across the rest of the week.
* Futsal coaches to run 2 x KS1 and KS2 sessions at lunchtime.
 | £0 | Increase in school physical activity offer.Less behavior incidents at lunchtime and less recordings of incidents in lunchtime behavior book. | Train more leaders & lunchtime staff to deliver active playgrounds.Leaders trained but not delivered active lunchtimes due to covid restrictions. |  |  |  | Covid ImpactSee notes |
| Launch ‘Daily Dash’ / Mile a Day scheme across KS1 & KS2 | * SSCo/PE Subject Leader to provide training on scheme to all class teachers.
* Aim for classes to do at least 2 sessions of the Daily Dash/Mile a Day per week.
 | £0 | Increased fitness levels across the school. | Maintain scheme into next academic year.Playground restrictions haveImpacted on Daily Dash/Mile a day |  |  |  |  |
| Use Living Streets Travel Tracker | * Classes to record daily children who walk, cycle, scoot etc to school. Badges given out as incentive and rewards.
 | £0 | Evidence recorded and collated by CW | Continue into next curriculum year. |  |  |  |  |
| Introduce a Girls Active Club to the extracurricular programme | * 8 girls & TA to attend girls active day run by SSP
* 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 2019-2020 |  |  |  | CovidImpact |
| Introduce a Boys Active Club to the extracurricular programme | * 8 boys & TA to attend boys active day run by SSP
* 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 2019-2020 |  |  |  | CovidImpact |
| Maintain curriculum at 2 hours physical activity/week | * Review current PE timetable ensuring all pupils have a 2 hour offer of curriculum PE
 |  | Children receiving 30 mins+ activity on at least 2 days/weekIncreased fitness levelsFitness levels fell due to lockdown as reflected in the baseline assessments carried out on return to school after lockdown. | Ensure 2 hour offer stays in place2 hour offer has been in place when school not in lockdown. |  |  |  | CovidImpact |
| Extend Extra-Curricular Offer | * Review current extra-curricular programme
* Employ coaches to extend the

offer* Target children to attend the Change for Life Club to be run by Change for life Champions.
* Swimming Club for children to achieve the expected standard.
* Offer a wide range of activities and target children to attend.
* Living Streets to encourage children to walk, scoot or bike to school
 | Swimming£7110Annual cost  | Clubs to ensure there is an opportunity for children to reach the school target of 30 mins+ extra physical activity/dayIncrease in children walking, scooting or biking to school. See Travel Tracker | C4L champions to train up younger children.Involve more TAs in running/supporting extra-curricular activities.Track children’s participation, try and provide access to children who haven’t previously attended clubs. |  |  |  | CovidImpact |
| **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:** | **17/18** | **18/19** | **19/20** | **2020****-****2021** |
| Improving Behavior & Attitudes to Learning  | * Targeting children with behavioral issue to extra-curricular clubs
* Use Daily Dash, Smile for a Mile etc to break from classroom when children become restless
* Enter SEND events provided by SSSP
 | £0 | More positive attitudes to learning – class teacher reportFewer instances of poor behavior in targeted groups - teacher observations and behavior records.Whole school targets met more effectively | Enter more pupil premium events on Stockport SHAPES Alliance calendar.Limited children took part in SHAPES Family Challenges.Continue to monitor behavior.Check updated SEND pupils |  |  |  | CovidImpact |
| Heightening awareness of Health & Well Being | * Daily Dash encouraging pupils to be aware of changes in their fitness levels

and mental wellbeing. * Class teachers to use this as a platform to encourage pupils to promote attendance at school/out of school clubs
 | £0 | Pupils to become more aware and responsible for the importance of being physically activeHigher % take up of extra-curricular offerExtra curricular unable to happen due to covid Impact | e.g. school values / ethos ‘Learning and Living Together’ are complemented by sporting valuese.g. pupils understand the contribution of PA, SS & sport to their overall development |  |  |  |  |
| Raise the profile of physical education across the school | * ‘Spirit of the games values’ certificates presented in school achievement assemblies
* Whole school approach to rewarding physically active & sports achievements e.g. assemblies
* Celebrating success through newsletters, website & social media
* Spirit of the Games award winners to be displayed on PE notice board
 | £0 | Pupils understand the contribution of physical activity and sport to their overall development. | Newsletters to continue to celebrate sporting success.School Twitter to celebrate sporting successFar less sporting events to celebrate due to covid. |  |  |  |  |
| **Key indicator 3: High Quality Teaching*** *Increased confidence, knowledge and skills of all staff in teaching PE and sport*
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| **School focus with clarity on intended****impact on pupils:** | **Actions to achieve:** | **Funding****allocated:** | **Evidence and impact:** | **Sustainability and suggested****next steps:** | **17/18** | **18/19** | **19/20** | **2020****2021** |
| Raise the quality of teaching across the school  | * Buy in to Stockport SHAPES Alliance programme with SSCo PE coordinator to create a programme/timetable for SSCo Package A1.
* PE Subject Leader to review Steve Busby CPD programme and signpost teachers to the training relevant to them.
* Limited CPD due to covid.
* PE coordinator to advertise Stockport SHAPES Alliance CPD plan for the year to staff that would benefit from further support.
 | £5687 | * SSCo and PE Subject Leader to carry lesson observations at the end of each block of work showing progress of teachers.

LO not taken place due to covid.* Increased high quality teaching leading to greater progress in PE as seen through assessment levels.
 | Good practice to be shared as part of joint planning process to cascade good ideas more quickly. |  |  |  |  |
| Broaden knowledge & skills of teachers to be able to deliver a broader range of activities - focus on invasion games | * Buy in to Lacrosse for 1 afternoon/morning per week for KS2 and extra-curricular club
* Buy in to ‘Chance to Shine’ cricket for 1 day per week for KS2/KS1 and extra-curricular club
* Sale Sharks for one morning KS2
 | Lacrosse Coach £150 Tag Rugby£470 | More high quality teaching leading to greater progress in PE – assessment levels Children more motivated in PE by delivery of wider range of activitiesAttendance at Stockport LAX club and Stockport Cricket club | Review success & buy in next year if results positive |  |  |  |  |
| High Quality of PE equipment to support high quality delivery | * Purchase and storage so PE equipment which can be stored separately and accessed easily by staff
* Stock check of current equipment
* See SSSco list of essential PE equipment & order accordingly
 | £250 | Higher quality learning | Ensure an annual stock take to maintain the high quality of equipmentRegular check of quality and storage of equipment. |  |  |  |  |
| Support TA’s & other adults to access relevant CPD to enhance the school PE workforce | * Signpost TA’s to Busby Twilights/ Stockport SHAPES Alliance CPD
 | £0 | Targeting groups that need extra support to work with TA, aiding quicker progress for groups that might otherwise struggle | Encourage TA to deliver small parts of the lesson |  |  |  |  |
| Continue to assess PE to monitor progress throughout KS1 and KS2 | * Use SIMS to input children’s results
* PE coordinator to analyse data – produce RoM and present findings to governing board
 | £0 | Improved teacher planning by knowledge of children’s current levels | Introduce an opportunity for children to self-assess |  |  |  |  |
| **Key indicator 4: Broader Range of Activities*** *Broader experience of a range of sports and activities offered to all pupils*
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| **School focus with clarity on intended****impact on pupils:** | **Actions to achieve:** | **Funding****allocated:** | **Evidence and impact:** | **Sustainability and suggested****next steps:** | **17/18** | **18/19** | **19/20** | **20 -21** |
| Broaden curriculum offer | * Review current curriculum map
* Ensure there is an even balance between indoor and outdoor activities as well as a broad range overall
* Introduce at least one new activity each year e.g. Ultimate Frisbee, leadership, OAA (Futsal 2019 / 20)
 | Futsal £3300 | Greater commitment to participation in PE lessons,, see attendance & kit figures, planningImproved attitude to learning | Introduce 1 new activity each year with support of SSCo (Futsal 2019 / 20)No new activities due to covid. |  |  |  | Covid Impact |
| Broaden extra-curricular offer  | * Review current extra-curricular activity balance
* Develop offer to ensure each year group & gender are catered for e.g. clubs, festivals, health & activity weeks, school challenge, family challenge, Be Inspired Challenges, School Games
* Employ coaches known to the school to help deliver this programme to ensure consistency & positive relationships
* Encourage more staff to get involved allowing school to hold more clubs/events
 |  | Wider range of children taking up offer of extra-curricular activities Higher attendance rates for clubs/eventsLess behavior incidents at clubs run by outside providers | Encourage more staff on board to support wider programmeTAs to run/support extra curricularNo extra curricular clubs taken place. |  |  |  | Covid Impact |
| Improve offer for SEND pupils | * Identify SEND pupils who would benefit from Stockport SHAPES Alliance SEND programme of events
* Offer TA support for SEND pupils wishing to attend clubs/festivals
 | £0 | Increase in number of SEND events attendedIncrease in number of SEND pupils attending clubs/festivals | Increased % of SEND pupils involved in Stockport SHAPES Alliance festivals |  |  |  | Covid Impact |
| Target inactive pupils | * Identify children with low levels of fitness
* Attend SSP Girls/Boys Active Days, send
* Develop intervention programmes to follow on from these days e.g. Girls/Boys Active Clubs
* Daily Dash
* Freddy Fit to work across school.
 | £390 | Increase in attendance at extra-curricular clubs by targeted ‘inactive’ pupils | Maintain intervention programme implemented from boys/girls Active Day.Assess pupil fitness in AT1 so pupils can be targeted.Fitness tests took place after lockdown in April. |  |  |  | Covid Impact |
| **Key indicator 5: Competitive Sport*** *Increased participation in competitive sport*
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| **School focus with clarity on intended impact on pupils:** | **Actions to achieve:** | **Funding****allocated:** | **Evidence and impact:** | **Sustainability and suggested****next steps:** | **17/18** | **18/19** | **19/20** | **2020****2021** |
| Plan School Games Participation ensuring a wider cross section of children to represent school | * Use Stockport SHAPES Alliance Competition Events Calendar to plan competition entries

for year* Use new Stockport SHAPES Alliance 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 & ensure a wider range of children get involved by choosing events to attract children who have not taken part before
 |  | Higher % of children taking part in competitionMore staff members contributing to competitions programmeIncrease in first time competitors  | 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 |  |  |  | Covid Impact |
| Book transport in advance to ensure no barriers to children attending competitions | * Transport issues do not prevent children from attending activities
 |  | Higher % of children attending Stockport SHAPES Alliance competitions  | Explore possibilities of using parent/staff car for transport |  |  |  | Covid Impact |
| Increase competitive opportunities for SEND children | * Ensure SEND pupils are identified and supported to attend appropriate competition
 |  | Higher % of SEND pupils attending Stockport SHAPES Alliance competitions | Obtain pupil voice from SEN children to find out what interests they have and try to organize competitions between schools. |  |  |  | Covid Impact |
| Increase Level 1 competitive provision | * Plan a programme of Level 1 events to ensure ALL children in get the opportunity to access at least one competition across the year
* Review current Level 1 provision and participation rates

• SSCO to support class teachers in  Running level 1 competitions training  teachers to be able to do this in the  future |  | Increased % of children participating in Level 1 competitions | Teachers to deliver Level 1 competitions at the end of each unit of work |  |  |  |  |
| Leadership & Activity Focus to extend Extra-Curricular & Competitions Offer | * Leaders to run clubs whenever possible ie Change for Life
* Leaders to support at competitions whenever possible
* Leaders support at Sports day
 |  | Increase in % girls involved in competitionsGreater commitment to club/competitions Positive & strong female role models leading activities | Train new leaders to continue to develop leadership roles. |  |  |  | Covid Impact |

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? | 74% |
| 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? | 41% |
| 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? | 54% |
| 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? | No due to covid restrictions. |
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