## 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**  **£18,292** | £18,292 Spent to date | **Date**  March 2020 | **Updated**  July 2022 |
| **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** | | | | | | **2021 - 2022** | | | |
| 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. | | | | | | £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  Impact  See notes | | | | | |  | | | |
| Launch ‘Daily Dash’ / Mile a Day scheme across KS1 & KS2 | * SSCo/PE co-ordinator 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. | |  | | |  | | | |  | | | | |  | | | | | |  | | | |
| 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 | | | | | | £80 | | | | Increased participation by girls in extra-curricular activities – club register | | | | Review club at end of year and attend Girls Active day  2019-2020 | |  | | |  | | | |  | | | | | Covid  Impact | | | | | | Covid  Impact | | | |
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| 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/week | | | | Ensure 2 hour offer stays in place | |  | | |  | | | |  | | | | | Covid  Impact | | | | | |  | | | |
| 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  £3500  Annual cost  Football Club – Life Leisure-£200  Football Team Training- £120  Cricket Club | | | | Clubs to ensure there is an opportunity for children to reach the school target of 30 mins+ extra physical activity/day  Increase 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. | |  | | |  | | | |  | | | | | Covid  Impact | | | | | |  | | | |
| **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** | | | | | **2021**  **-**  **2022** | | | | | | |
| 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 report  Fewer 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.  Continue to monitor behavior.  Check updated SEND pupils | | | | | |  | | |  | |  | | | | | Covid Impact | | | | | YELLOW | | | | | | |
| 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 active  Higher % take up of extra-curricular offer | | | | e.g. school values / ethos ‘Learning and Living Together’ are complemented by sporting values  e.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 | | | £55 | | | | 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 success  Certificates in assembly. | | | | | |  | | |  | |  | | | | |  | | | | |  | | | | | | |
| **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:** | | | | | | **17/18** | | | **18/19** | | | | | **19/20** | | | | **2020 - 2021** | | | | **2021**  **2022** | | | |
| 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 coordinator to advertise Stockport SHAPES Alliance CPD plan for the year to staff that would benefit from further support. | | | £5687 | | | | * SSCo and PE coordinator to carry lesson observations at the end of each block of work showing progress of teachers. * 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 * 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    Cricket-£540  Futsal-£3300  Sale Sharks  £850  Tennis | | | | More high quality teaching leading to greater progress in PE – assessment levels  Children more motivated in PE by delivery of wider range of activities  Attendance 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 equipment  Regular check of quality and storage of equipment. | | | | | |  | | |  | | | | |  | | | |  | | | |  | | | |
| Support TA’s & other adults to access relevant CPD to enhance the school PE workforce  Additional swimming teacher | * Stockport SHAPES Alliance CPD   £2500 | | | £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* | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | |  | | | | | | | |
| **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** | | | | **21 -22** | |
| 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, planning  Improved 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 | | | Football Club – Life Leisure-£330  Football Team Training-£220  Cricket Club-  £500  Rugby Club-  £850 | | | | Wider range of children taking up offer of extra-curricular activities  Higher attendance rates for clubs/events  Less behavior incidents at clubs run by outside providers | | | | Encourage more staff on board to support wider programme  TAs to run/support extra curricular | | | | | |  | |  | | | | | |  | | | | | 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  £100 | | | | Increase in number of SEND events attended  Increase 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. | | | £120-transport  £390 | | | | Increase in attendance at extra-curricular clubs by targeted ‘inactive’ pupils  Target group supported by RC. | | | | 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* | | | | | | | | | | | | | | | | | | | | |  | | | | | | | |  | | | | | | | |
| **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** | | | | | **2021**  **2022** |
| 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 | | | Transport costs | | | | Higher % of children taking part in competition  More staff members contributing to competitions programme  Increase 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 competitions  Greater 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? |  |
| 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? |  |
| 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? |  |
| 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? |  |
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