



## **Stockport SSP Logo Windows Picture** School Games workmark - Simplified - RGB

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| **Evidencing the impact of the PE and Sport Premium** |
| **Amount of Grant Received**  | **£ 17,810**  | **Amount of Grant Spent**  |  **£12,100** | **Date – 17th July 2020** |
| **RAG rated progress:** * **Red** - needs addressing
* **Amber** - addressing but further improvement needed
* **Green** – achieving consistently
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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? | (4 non-swimmers)87% |
| 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? | (5 children not confident with a variety of strokes)83% |
| 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? | (5 non-swimmers)83% |
| 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/No(Selected pupils were offered extra swimming lessons) |
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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:** | **18/19** | **19/20** |
| Additional opportunities for physical activity during the primary school day – curriculumHome activities ‘Stay safe, stay active’ with Mrs Hall during lockdown. | * Smile for a mile
* Individual Physical Activity Challenges
* EYFS wake up shake up
* ‘Stay safe, stay active’
 |   | Better concentration inclass are being achievedby regular brain breaks andmore active lessons outsideand in all areas aroundSchool.Impact – photographs and letters sent into school. | To create a culture ofactive classrooms asa standardexpectation acrossthe whole schooland look for moreopportunities toget children moreactive every day. |  |  |
| Lunches & playtimes | * Sports council organizing structured games at playtimes and lunchtimes
* Smile for a mile – run for your lunch
* Girls/Boys Active clubs
* Progressive sports coach at lunchtimes
 |  £3982.00 | Sports council set up andDeliver games.Weekly targeted class to‘run for their lunch’Lunchtime active clubs. | Planned trainingearly in the nextacademic year forsports leaders withstructuredtimetabled sessionseach day.To create better structured activities during play and lunch. |  |  |
|  **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*
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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:** | **18/19** | **19/20** | **19/20** |
| Attendance & Punctuality | * Target pupils for active intervention programmes e.g. Boys and girls active
 |  | Selected pupils attendedthe active days and broughtIdeas back into school. | PE, physical activity& school sportcontribute toimprovement inattendance &behaviour for targeted groups |  |  |  |
| Behaviour & Attitudes to Learning | * Active curriculum
* Whole school approach to rewarding physically active & sports achievements – assemblies, wall displays,

Celebrations, showcases.* Girls/Boys Active
 |  | All children take part in an active curriculum, active playtimes and lunchtimes and the minimum of 2 high quality PE lessons every week.Sporting achievements shared on website, corridor etc. | More childrenrewarded withopportunites.Children encouragedto shareachievements.All children takepart in an activecurriculum. |  |  |  |
| Improving Academic Achievement | * Active curriculum
* Whole school approach to rewarding physically active & sports achievements e.g. assemblies
 |  | More active lessons during the day ie. Taking maths, literacy and other curriculum areas outside.Whole school approach to encouraging and rewarding active achievements. | Staff make links across subjects & themes to include being active and healthy. |  |  |  |
| Health & Well Being/SMSC | * Whole school approach to rewarding physically active & sports achievements e.g. assemblies
* Celebrating success through newsletters, website & social media
* Healthy eating and Healthy living lessons taught across

the school in PSHE lessons.* Healthy weeks.
 |  | Dedicated PE displays along the corridor.Regular website updates, social media etc.Healthy lifestyles lessons with all pupils.Encouraging healthy choicesAcross the school promoting ways in which to remain healthy and active. | Continue to promote health, well-being and being active with our children and families so everyone can understand that being healthy and active are as important as other achievements to our children’s 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*
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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:** | **18/19** | **19/20** |
| 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.
* Additional ‘special extra’ sessions – one-off workshops, extra sessions with PESt.
 |  | ALL pupils accessing 2 PE lessons weekly.ALL pupils included in all PE lessons. |  |  |  |
| Review the quality of teaching & consider best way of allocating CPD from SHAPES PE specialist, courses & other sources | * Develop & implement a professional learning plan for the needs of all staff.
* All staff have the opportunity to receive up-skilling from PESt.
 |  £6350.00 | Staff access support to achieve and confidence to teach high quality lessons increased by CPD from PESt.Staff given the opportunity to attend CPD through SHAPES. | Continued partnership with SHAPES and PESt. |  |  |
| PE & School sports lead allocated time for planning & review | * PE & school sports lead attending PLT meetings.
 |  | Sara Hall has been able to attend many PLT meetings this year. | Continue active attendance with SHAPES |  |  |
| Review supporting resources | * Level 5 Primary PE subject specialism qualification
 |  | Sara Hall qualified Level 5 Primary PE subject specialism. |  |  |  |
| Review of PE equipment to support quality delivery | * Equipment monitored regularly and ordered half termly when needed – ongoing.
 |   £1389.00 | Half term reviews carried out between PE lead and PESt to determine any equipment needed for lessons and high quality teaching. | Regular monitoring of equipment to continue.Additional equipment ie. Gym mats purchased for full replacement. |  |  |
| Targets relating to PE delivery being encouraged to form part of performance management | * Retaining our silver School games mark status and putting an action plan in place to aim for Gold next year.
 |  | PE coordinator attending Games mark meeting and setting targets to aim for gold next year. | Work towards obtaining Gold status.\*PAUSED DUE TO COVID 19\* |  |  |
| Support TA’s & other adults to access relevant CPD to enhance the school PESS workforce | * Signpost TA’s and teaching staff - Busby Twilights/SHAPES CPD
 |  | Not all staff currently accessing CPD.  | More active signposting to take place next year. |  |  |
| Develop an assessment programme for PE to monitor progress | * Assessments and data in line with school tracking system.
 |  | PE and school sports lead keeps record of G & T and LA pupils to target. | SHAPES assessment tool to be accessed and put in place in new academic year. |  |  |
| **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:** | **18/19** | **19/20** | **19/20** |
| Review extra-curricular offer  | * Children from all year groups are encouraged to attend after school clubs and have the opportunity to attend competitions.

\*Additional extra curricular activities were planned but not taken place due to Covid 19\* |  | We have continued to offer opportunities for all age groups.Use pupil voice to identify new sports pupils would like. | Review Sports council – training planned for play leaders in Autumn 1.Achieved and further development to take place. |  |  |  |
| Review extra-curricular activity balance | * Develop an offer to include a broad range of activities e.g. use Young Ambassadors, Change for Life Champions, JPL’s, SCL
 |  | \*A more extensive extra curricular programme took place offering opportunities to all year groups before lockdown\* | Planning in place to use play leaders/sports council more efficiently and train them/attend courses for leadership skills. |  |  |  |
| Review offer for SEND pupils | * Develop offer to be inclusive e.g. SHAPES SEND Programme
 |  | ALL children have been included in PE/Sports opportunities throughout school.Additional training in Boccia and became a fully inclusive opportunity in school. | Planning to extend next year. |  |  |  |
| Target inactive pupils | * Develop intervention programmes e.g. C4Life, Girls/Boys Active,
 |  | Attended Boys and girls active sessions.\*Active day attended and clubs put in place but disrupted by Covid 19 lockdown\* | Develop these further next year and ensure they remain active throughout the year. |  |  |  |
| **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:** | **18/19** | **19/20** | **19/20** |
| 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 SSP booking system to enter events
* Place table of events in staff room encouraging members of staff/TA’s to sign up & volunteer to support event
 |  | Higher % of children taking part in competitionMore staff members contributing to competitions programme.\*Competitions increased, more children attended from KS1 and KS2 and more events were booked during the Spring/summer term, but cancelled due to Covid 19 lockdown\* | Continue to attend competitions and plan in advance more efficiently.Increase competitions next year. |  |  |  |
| Review competitive opportunities for SEND children | * Ensure SEND pupils are identified and supported to attend appropriate competition
 |  | Push on playing Boccia across the school. All children taught how to play. | Pupils are encouraged to attend competitions regardless of needs. |  |  |  |
| Increase Level 1 competitive provision | * Review current Level 1 provision and participation rates
* Plan a programme of Level 1 events to ensure ALL children in get the opportunity to access at least one competition across the year
* Dance and gym showcases.
 |  | Hugely Increased % of children participating in Level 1 competitions in school!\*Lockdown has had a MASSIVE impact on delivery in Spring / Summer.\*Personal challenges at home were encouraged throughout lockdown\* | Level 1 competitions in school have greatly increased and have impacted in class competitions and experiences significantly. |  |  |  |
| 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
 |  | Much higher % of children have attended SHAPES competitions as funding has been used for transport.\*Affected due to lockdown\* | Continue to build on this years success and planned opportuntites. |  |  |  |
| Extending Competition Offer | * Consider establishing friendly competitions with neighbouring school you can walk to
 |  | Competitions have increased this year. Use local cluster groups to establish firm links for friendly matches etc. | Establish greater links with local community to increase competitions. |  |  |  |
| Create Stronger Links to Community Clubs | * Continue to establish links with local clubs.
* Signpost children to relevant clubs.
* Invited clubs invited to assemblies, leaflets distributed.
 |  | Creating pathways from school competition to community club participation | To increase and build on next year. |  |  |  |

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| **30 Active Minutes Review** |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reception** | Daily ‘Wake-up-shake-up’Active Maths/phonics | Daily ‘Wake-up-shake-up’Active Maths/phonics | Daily ‘Wake-up-shake-up’Active Maths/phonics | Daily ‘Wake-up-shake-up’Active Maths/phonics | Daily ‘Wake-up-shake-up’Active Maths/phonics |
| **Year 1** | Smile for a mileCosmic Yoga | Smile for a mile | Active Maths/phonics games | Cosmic Yoga | Smile for a mile |
| **Year 2** | Outdoor games – phonics based | Smile for a mileActive Maths | Smile for a mile | Outdoor games – phonics based | Smile for a mileActive Maths |
| **Year 3** | Smile for a mile | Active curriculum based games | Active classroom | Smile for a mile | A Active classroom |
| **Year 4** | Walking to and from the classroom – longer route!Smile for a mile | Walking to and from the classroom – longer route!Smile for a mile | Walking to and from the classroom – longer route! | Walking to and from the classroom – longer route!Dance break | Walking to and from the classroom – longer route!Smile for a mile |
| **Year 5** | Walking to and from the classroom – longer route!Smile for a mile | Walking to and from the classroom – longer route! | Walking to and from the classroom – longer route! | Walking to and from the classroom – longer route!Smile for a mile | Walking to and from the classroom – longer route! |

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| Every week 1 class ‘Runs for their lunch!’Evidencing the impact of the PE and Sport Premium – Events & Competitions 2018/19 |
| **Events / Competitions** | **Number of participants** | **Number of leaders** | **Number of staff** | **Parents /****Volunteers** | **Event level \*(level 1 / 2 / 3)** | **Year** **Group (s)** | **ABC teams** | **Links** **with clubs** |
|  | Boys | Girls | Total |  |  |  |  |  |  |  |
| Year 6 athletics transition match- SportCity | 4 | 4 | 8 | 0 | 1 | 0 | 2 | 6 | A | N |
| Year 3 Sportshall athletics – Aquinas college | 13 | 15 | 28 | 28 | 2 | 4 | 2 | 3 | n/a | N |
| Year 4 Rugby megafest – Manchester Rugby club | 11 | 19 | 30 | 0 | 2 | 3 | 2 | 4 | n/a | Y |
| Year 6 Boccia competition and training day | 16 | 15 | 31 | 31 | 2 | 0 | 1 and training | 6 | n/a | N |
| Santa Dash! |  |  |  | 10 | All | 0 | 1 | Reception – Year 6 | n/a | N |
| Key Steps Gymnastics | 12 | 18 | 30 | 0 | 1 | 5 | 2 | 1/2/3/4/5/6 | A/B/C | Y |
| Girls Active Day | 0 | 8 | 8 | 0 | 1 | 0 | 1 | 5 | n/a | Y |
| Boys Active Day | 8 |  0 | 8 |  0 | 1 | 0 | 1 | 5/6 | n/a | Y |
| Smile for a mile celebration day | 99 | 112 | 211 | 30 | All | 0 | P & 1 | R/1/2/3/4/5/6 | n/a | N |
| Boys Active day | 8 | 0 | 8 | 0 | 1 | 0 | P | 5/6 | n/a | Y |
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| 20th March 2020 – Schools closed to all children (except Keyworkers) Due to Covid 19 |  |  |  |  |  |  |  |  |  |  |
| \*Additional competitions/trips were booked but cancelled!\* |  |  |  |  |  |  |  |  |  |  |
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| **Evidencing the impact of the PE and Sport Premium**  |
| **Amount of Grant Received**  | £ 17,810  | **Amount of Grant Spent**  |  £12,100  | **Date: 17th July 2020** |
| **Progress:** * **Red** - needs addressing
* **Amber** - addressing but further improvement needed
* **Green** – achieving consistently
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| **Priority**  | **Budget Overview**  |  | **Cost**  |
| **SHAPES Alliance Package**  | Access to competitions, PLT Meetings & guidance, training for staff and young leaders, Twilight CPD, SSCO ½ day per week  |  | £6,350.00 |
| **Transport –** **To and from competitions****Indoor athletics, ROH cinema, Key steps gym, 5k Challenge, KS1 legacy trail** | Transport costs completely funded to attend SHAPES competitions at various locations – Aquinas College, Manchester Rugby Club and Stockport gymnastics club. |  | £370.00 |
| **New Equipment**  | To improve both curriculum and extra-curricular provision for all children.  |  | £1,398.00 |
| **Lunchtime provision****Progressive sports** | Lunchtime activities provided by a sports coach |  | £3,982.00 |
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|  |  | **TOTAL:** | £12,100.00  |