



## **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 | | | | |

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 – curriculum  Home 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 in  class are being achieved  by regular brain breaks and  more active lessons outside  and in all areas around  School.  Impact – photographs and letters sent into school. | To create a culture of  active classrooms as  a standard  expectation across  the whole school  and look for more  opportunities to  get children more  active 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 and  Deliver games.  Weekly targeted class to  ‘run for their lunch’  Lunchtime active clubs. | Planned training  early in the next  academic year for  sports leaders with  structured  timetabled sessions  each 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* | | | | | | |
| **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 attended  the active days and brought  Ideas back into school. | PE, physical activity  & school sport  contribute to  improvement in  attendance &  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 children  rewarded with  opportunites.  Children encouraged  to share  achievements.  All children take  part in an active  curriculum. |  |  |  |
| 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 choices  Across 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* | | | | | | | |
| **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* | | | | | | | |
| **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* | | | | | | | |
| **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 competition  More 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 mile  Cosmic Yoga | Smile for a mile | Active Maths/phonics games | Cosmic Yoga | Smile for a mile |
| **Year 2** | Outdoor games – phonics based | Smile for a mile  Active Maths | Smile for a mile | Outdoor games – phonics based | Smile for a mile  Active 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 |