



Meadowbank Primary School

Lifelong Learners, Leaders of Change, Lasting Legacy



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£ 19,750	Amount of Grant Spent	£ 19.780	Date 19th July 2021	Updated
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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.

Meeting national curriculum requirements for swimming and water safety –Outcomes 2021-2022	
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 pre-covid?	85%
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?	85%
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?	85%
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?	Catch up swimming lessons were provided for Year 6 pupils and SEND provision base pupils in order to close any gaps brought on by the pandemic.

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:	2021-2022
A range of opportunities available for children to partake in physical activity during the school day	<ul style="list-style-type: none"> Meadowbank Mile Daily dash Active lunchtimes C4L club targeting inactive children WOW Walk to School initiative to promote healthier methods of transport to school 	C4L training and equipment £350	<p>All children engaging in additional opportunities, which are a result of pupil voice and in line with children's interests.</p> <p>An improved attitude towards physical activity with children keen to take part in a wealth of sports.</p> <p>An improvement in well-being for all children, in correlation with the relationship between well-being and exercise.</p> <p>Physical activity and school sport have a high profile.</p> <p>Participation rate is 100%.</p>	Continuation of promotion of these schemes in order to sustain engagement. C4L Leaders to attend training as part of new SHAPES Stockport package. Regular tracking of Meadowbank Mile/Daily Dash with rewards for highest engaged class.	
Lunches and playtimes	<ul style="list-style-type: none"> Active lunchtimes ran by Elite Sports Coaches C4L club targeting inactive children All children to be involved in physical activity at lunch Activities to change half termly based upon children's interest PE lead and learning development lead to work with midday assistants and sports coaches to provide active 	<p>Sept-July 2022</p> <p>Lunchtime Provision sports coaches - £4500</p> <p>Professional Development £600</p>	<p>Engagement and enjoyment at lunch times increased.</p> <p>Number of behaviour incidents logged during break and lunch times decreased (monitored through school online system with observations of targeted children).</p> <p>Information gathered from pupil voice activities and</p>	<p>Continue to develop competitive aspects of lunchtimes in line with ESC, C4L and Sports Ambassadors.</p> <p>Complete pupil voice at the beginning of the academic year to ensure all children's interests are being met.</p> <p>Continue to monitor behaviour incidents at lunch and break times in order to evaluate effectiveness of activities.</p>	

	activities and mini-tournaments within school		<p>observations carried out by the Children's Leadership Team/Health and Safety Team in order to show that the children are listened to and are involved in planning and leading their provision.</p> <p>C4L clubs updated through pupil voice, observation of C4L impact by PE Lead and regular meetings with C4L leaders to ensure best practice and maximum impact.</p>	
Extra-curricular (Breakfast & After school clubs)	<ul style="list-style-type: none"> • A range of afterschool clubs Mon-Fri • Holiday clubs and tournaments promoted to children through newsletters and on PE display board • Extra-curricular clubs ran by Elite Sports Coaches and PE Lead • WOW Walk to School initiative to promote healthier methods of transport to school • C4L clubs run on LKS2 playground playgrounds at lunchtimes 	Sept-July 2022 Afterschool Provision – £4380	<p>The child led range of extra-curricular opportunities on offer result in an increased participation and enjoyment of physical activity.</p> <p>School sport to hold a high profile across the life and ethos of the school.</p> <p>Children are excited by this and know that this is accessible throughout the school day.</p> <p>Children are able to choose which extra-curricular activities appeal to them due to the half termly changes.</p> <p>Talent pathways developed across school through child-led activities.</p>	Continuation of talent pathways and identification of children making accelerated progress/with extra-curricular interest in order to increase opportunities for children to lead sessions. <p>Holiday clubs to continue to be promoted via social media.</p>

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:	2021-2022
Attendance and Punctuality	<ul style="list-style-type: none"> Target pupils for active intervention programmes, e.g. C4L to target inactive children/less confident children/PPG children WOW Walk to School initiative to promote healthier methods of transport to school Children's Leadership Team/Health and Safety Team to carry out a pupil voice/focused interview with targeted groups to effectively plan forthcoming programmes for maximum impact 		<p>An increase in attendance and punctuality data. PE, physical activity & school sport continue to contribute to improvement in attendance & behaviour for targeted groups. Continued engagement in daily Meadowbank Mile/Daily Dash across school with high expectations of participation. Whole school participation in National events, such as England Does The Daily Mile. Lunchtime opportunities led by Elite Sports Coaches with the focus on encouraging all pupils to take part in physical activity.</p>	<p>Regular evaluation of data in order to sustain progress. Pupil voice to evaluate successfulness and identify areas of improvement.</p>	
High Profile of PE	<ul style="list-style-type: none"> Monitoring of teaching and learning within PE and development of skills and knowledge through MTP Successes outside of school to be celebrated through Class Dojo, celebration assemblies and PE display board 		<p>A clear progression and sequence of learning is evident from Early Years through to Year 6. High profile and community across school will raise attainment and engagement in all year</p>	<p>Continuation of regular PE audits and equipment replenishment in order to ensure essential equipment is on offer. Success to continue to be celebrated throughout school during assemblies, via social media and on display boards. Timetabled observations by PE lead to monitor the teaching and learning of PE.</p>	

	<ul style="list-style-type: none"> • Audit of PE equipment to be carried out by PE Lead and Elite Sports Coaches to ensure essential equipment is on offer to influence engagement in extra-curricular activity • Wealth of sports and physical activity on offer through a broad curriculum 	Sports equipment £1000	groups. Teachers are confident with identifying areas to develop and extra-curricular activities to push this further.	Curriculum map to be designed by PE Lead and ESC in order to ensure clear progression.	
Behaviour and Attitudes to Learning	<ul style="list-style-type: none"> • Continued whole school approach in rewarding and celebrating successes within all aspects of PESSPA inside and outside of school • Active role on social media and through display boards in school to build connections 		<p>Children are consistently celebrating and recognizing the success of themselves and others in all aspects of PESSPA through Class Dojo, celebration assemblies, social media, school newsletter and PE display board.</p> <p>Number of behaviour incidents logged during break and lunch times decreased (monitored through school online system with observations of targeted children).</p> <p>Continued connections and collaborations with schools across the trust and as part of SHAPES Stockport Alliance.</p>		
Improving Academic Achievement	<ul style="list-style-type: none"> • Active curriculum with cross-curricular links • Swimming lessons top up on offer to children who did not achieve National Curriculum expectations due to COVID-19 restrictions • Continued whole school approach in rewarding and 	Grand Central Swimming Lessons – £3500	Physical literacy is promoted through PE display board and developed regularly through whole school approach. Active lunchtimes and a range of sports to correlate with smoother transitions	PE Lead to continue to monitor the progress made through GetSet4PE data and school proforma data. PE Lead to identify intervention opportunities in order to increase number of children achieving GD across school and close gender gap.	

	<p>celebrating successes within all aspects of PESSPA inside and outside of school</p> <ul style="list-style-type: none"> Monitoring of GD children across school by PE Lead 		<p>into afternoon sessions and less disruptive afternoons due to continuous engagement. Targets have been identified on SDP and PE Leaders School Self Evaluation and are evaluated each term with milestones highlighted and next steps identified. Additional swimming lessons in order to ensure <u>all</u> children meet National Curriculum expectations before leaving school. GD children are continuing to develop and progress beyond the realms of GD expectations through quality-first teaching and exposure to extra-curricular opportunities.</p>	
Health and Well-Being/SMSC	<ul style="list-style-type: none"> Values shared regularly in class and through assemblies Whole school approach in celebrating the success of physically active/sporting achievements through celebration assemblies, social media, Class Dojo and PE display board Health and well-being week linked with physical activity WOW Walk to School initiative to enable children to be rewarded for choosing to be physically active (alongside family if children walk to school with 		<p>PESSPA to have a high profile across school through continued celebrations, e.g. assemblies, Class Dojo, PE display board, social media and newsletters. Children's achievements to be captured through pictures and displayed on PE board. C4L team work with PE Leader in developing the Curriculum and identifying opportunities that the children are exposed to</p>	<p>PE Lead and class teachers to continue to develop confidence in articulation of all aspects of PESSPA in order for children to be able to confidently continue to understand the benefits for their physical, social, emotional and mental health.</p>

	<p>parent/carer)</p> <ul style="list-style-type: none"> • Children to be exposed to opportunities inside and outside of the classroom through discussion, exposure and promotion of links between PESSPA contributes to their overall health, well-being, learning and development • Regular communication with families through Class Dojo, social media and Meadowbank Messenger to share information for families to access beyond school 	<p>enrich their curriculum further.</p> <p>Taking part in national sporting weeks to raise awareness.</p> <p>Dissemination of SHAPES activity challenges to families and wider community.</p> <p>PE Lead to work collaboratively and closely with PSHE lead to identify and explore any cross-curricular links to promote health and well-being.</p>		
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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:	2021-2022
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this)	<ul style="list-style-type: none"> Ensure all pupils access 2 x 60 minute PE lessons a week New scheme in place which offers classroom based alternatives if teachers cannot access the hall or outdoor area for any reason PE Lead to support teaching team in the implementation of new scheme via co planning, teaching and monitoring the quality of teaching and learning. PE Lead to ensure that hall slots are being utilised in maximum capacity through professional dialogue with class teachers 	<p>Get Set 4 PE SOW £550</p> <p>Professional Development £500</p>	<p>Internal data shows that children are consistently achieving NC outcomes. Use of all facilities across school to accommodate 2 x 60 minute PE lessons. Children are exposed to the 2 hour timeslots that they are entitled to, regardless of obstacles.</p>	<p>PE Lead to regularly communicate with class teachers in order to overcome any possible barriers restricting them from committing to 2 hours of timetabled PE. PE Lead to continue with regular research into best practice in order to consistently promote and achieve this.</p>	
Review the quality of teaching & consider best way of allocating CPD from SSCo, courses & other sources	<ul style="list-style-type: none"> Develop & implement a professional learning plan for the needs of all staff Staff coaching identified through staff agency PE pop ins to identify ways to enhance teaching and learning Launch of new PE scheme, with PE Lead to coach and monitor progress and implementation across school All staff are exposed to training 	<p>SHAPES Alliance Package - £1300</p>	<p>Confidence in teaching and learning of PE has increased across school and is evidenced through staff voice and professional dialogue between class teachers and PE Leads. Bespoke curriculum CPE plan in place with impact forms to support evidencing. All staff at some point</p>	<p>PE Lead to timetable termly observations to enable opportunities for further development of skills and knowledge across school. To utilise external providers in order to implement CPD opportunities across school.</p>	

	<p>and CPE opportunities through PE Lead, external connections and online CPD through new scheme</p> <ul style="list-style-type: none"> • Quality of PE lessons is consistently good (with elements of outstanding) as teachers have received appropriate training and confidence has increased 		<p>access support through a coaching approach. Evaluated coaching plans, feedback and observations of teaching and learning have shown confident and competent delivery of high quality PE lessons. The quality of PE lessons has improved and this is witnessed by PE Lead, sports coaches and/or members of SLT. Achieve Games Mark Framework and recognition of ongoing engagement in the School Games and for completing the School Games Mark Framework.</p>		
<p>PE Coordinator allocated time for planning & review</p>	<ul style="list-style-type: none"> • Ensure assessment for learning is in place and is used by all staff • Ensure progress is measured across school • PE Lead to monitor progress and quality of teaching, learning and assessment 		<p>Whole school assessment is consistent across school and class teachers are confident in identifying how progress is made and monitored. PE Leader allocated time in order to monitor PE across school in order to successfully improve quality of teaching and learning. PE Leader to continue to work closely with Elite Sports Coaches to ensure high-quality delivery of athletics.</p>	<p>PE Lead to continue to review and analyse the curriculum to ensure it is up to date and in line with successful research data.</p>	

Review supporting resources	<ul style="list-style-type: none"> Resources from new scheme utilised to ensure high profile of PE throughout school Display boards in communal areas of school to display high quality resources PE Leader to share resources across school with class teachers, support staff and Elite Sports Coaches 	Resources and equipment to support implementation of Get Set 4 PE £1000	Developed staff guide on vocabulary, which is displayed in the hall to support quality of teaching and learning. Map of hall and examples of equipment layouts for specific sports for support. Resources explicitly available for staff to target GD children, have access to progression documents and knowledge organisers.	Class teachers to utilise new PE Scheme in order to ensure supporting resources are being utilised. PE Lead to monitor this through observations and professional dialogue.	
Review of PE equipment to support quality delivery	<ul style="list-style-type: none"> Review of equipment and discussions with staff in school to ensure challenge Regular audits with Elite Sports Coaches Sheet in sports shed for staff to log when they take and return equipment 		High quality equipment is available and accessible across school to ensure high quality learning. Extra-curricular sports and opportunities are of high demand due to high-quality equipment and resources. Lunchtime equipment reviewed and ordered accordingly throughout the year.	Continue to audit and review PE equipment in line with scheme in order to ensure opportunities are available for all year groups to make progress.	
Targets relating to PE delivery being encouraged to form part of performance management	<ul style="list-style-type: none"> PE Leadership and coaching is an integral part of the appraisal system PE Lead to work towards targets and review these mid-year 		Each curriculum leader in school has a Leadership Development target. PE leader has a target linked to their curriculum development and school priorities with coaching plans in place for teachers with a PE focus if identified.	PE Lead to continue to work towards targets in line with school curriculum development.	

<p>Support TA's & other adults to access relevant CPD to enhance the school PESS workforce</p>	<ul style="list-style-type: none"> • Continue to empower all adults to further increase knowledge, confidence and skills 		<p>TA's are given opportunity to be exposed to wealth of training and therefore increased confidence in supporting the teaching and learning of PE. These opportunities are accessed through the support of teachers and external agencies, and the observing of staff across school. Bespoke curriculum CPD plan in place. Trust collaboration has enabled shared ideas to support CPD and enhance skills.</p>	<p>Class teachers to utilise TA's in more productive ways in line with new PE scheme and latest research. CPD to be available for TA's through SHAPES and PE Lead.</p>	
<p>Develop an assessment programme for PE to monitor progress</p>	<ul style="list-style-type: none"> • Progression of skills assessment introduced in line with age related expectations, which aligns with new scheme • Assessment tool through online scheme to ensure consistent approach across school • Gifted and talented children are identified, stretched and challenged by supporting the teaching and leading of activities • Elite Sports Coaches work closely with PE Lead regarding assessment 		<p>A whole school assessment system is in place so teachers and leaders can measure the progress and achievement of children and plan to meet and challenge the children's needs. G&T children continue to be stretched and challenged beyond their abilities. Assessment is consistent and data is shared to ensure clear understanding of children's next steps is provided.</p>	<p>New progression of skills and knowledge document created by PE Lead (in line with new scheme) to be followed. New assessment criteria to be completed half termly.</p>	

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:	2021-2022
Review extra-curricular offer	<ul style="list-style-type: none"> • Audit current sporting provision in order to align with that requested by pupils • Sports day encourages all children to participate in activity • After school sports which offers a broad range of activities each term • All children, regardless of ability, have the opportunity to take part in some form of activity on offer • Equipment at school reflects the broad range of activities on offer 	Sports Equipment Funding as above	<p>The range of sports clubs are those requested by children therefore engagement increased and targets a wider audience.</p> <p>Children are aware and involved in the planning and implementing of sports on offer through use of pupil voice and ongoing feedback. Children use the PE notice board and conversations with staff across school to keep up to date with competitions, clubs and activities available in the area.</p> <p>Equipment at school is of high-quality and audited regularly by Elite Sports Coaches and PE Lead, with sign in and out sheets where necessary to maintain quality.</p>	Continue to review extra-curricular offer in line with children's interests, new initiatives and best practice.	
Increased participation in competitive sport	<ul style="list-style-type: none"> • Regular attendance to Shapes Stockport Alliance competitions with all abilities targeted • Inter-trust competitions on offer • Staff and coaches to implement competitions as part of our bespoke curriculum 		<p>Children from all abilities are targeted and given the opportunity to represent Meadowbank.</p> <p>Collaborative work alongside trust schools will enable children to work closely and communicate with schools during competitions.</p>	Continue to access/host more sporting opportunities in order to increase participation. Utilise the SEND, Bee Proud, Excel and Inspire events through SHAPES.	

	<ul style="list-style-type: none"> PE Lead to track attendance to competitions outside of school to monitor engagement 		<p>Children are regularly exposed to opportunities to compete through indoor and outdoor PE sessions where appropriate.</p> <p>Children communicate engagement in competitions outside of school to enable PE Lead to track and monitor progress.</p> <p>Children feel a secure and exciting sense of sportsmanship and are proud to represent Meadowbank.</p>		
Review offer for SEND pupils	<ul style="list-style-type: none"> SEND base children actively take part in class PE lessons as part of our bespoke curriculum Daily dash for SEND base with target setting for inactive pupils Targeted interventions for identified children led by NC SEND base to attend festivals and Bee Proud competitions as part of Stockport Shape Alliance 	Personalised equipment to ensure accessibility and equity £500	<p>All children who are vulnerable access PE with appropriate support and differentiation.</p> <p>Daily dash for SEND base with rewards chart to encourage participation.</p> <p>All members of the provision base to be involved in competitive fixtures this year.</p> <p>NC to run focus groups for targeted children.</p>	<p>More children from the base to access mainstream PE sessions where possible.</p> <p>Implementation of rewards for daily dash.</p> <p>All children within the base to participate in fixtures either inside or outside of school.</p> <p>Children to have alternative ways of earning WOW badges due to taxi arrangements to and from school, for example through active break and lunch times.</p>	

Target inactive pupils	<ul style="list-style-type: none"> • A broad range of activities on offer during lunchtimes, which is monitored by Elite Sports Coaches and mid-day assistants • GD children to lead their own activities • C4L Leaders to play an active role in targeting inactive and unconfident children 		<p>Inactive children to be identified through ongoing communication between PE Lead and class teachers and pupil voice to further identify targeted children.</p> <p>Reasons for inactivity addressed and spare kit accessible to enable all children to take part in PE. Lack of PE kit addressed through letters and communication to parents.</p> <p>Children who are not participating due to medical reasons to still be involved through referring, coaching and filling non-participation form.</p> <p>GD children stretched and challenged through active role and involvement of implementing activities.</p> <p>C4L Leaders to have more of an active and established role in school through regular communication and training from PE Lead.</p>	<p>Continue to increase spare PE kit supply.</p> <p>C4L and Sports Ambassadors to receive effective training in order to engage inactive pupils.</p> <p>Class teachers to communicate with child leaders in order to identify progress.</p> <p>Non-participating children to be given roles during lessons.</p>	
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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:	2021-2022
Review School Games Participation including a cross section of children who represent school	<ul style="list-style-type: none"> • Use of SSP Competition events Calendar to plan competition 	SHAPES Alliance Package –	Data and attendance to support outcomes. Staff rota created to support	Continue to attend and represent school in as many competitions as possible in order to receive the Gold	

	<ul style="list-style-type: none"> entries for year Used new SSP booking system to enter events Place table of events in staff room as sign-up sheet Display events on PE noticeboard Review children who have represented school in the past 	Funding as above	range of competitive opportunities available; clear overview of participation. Members of staff encouraged to support and volunteer. Gain Gold games award. PE Lead to track children involved in competitive sports and ensure a wider variety of children get involved by choosing events to attract children who many not have taken part before.	Award again. Prioritise and identify competition events for the academic year so there is a clear overview of level of participation and commitment from the school team. PE Lead to continue to track children attending events in order to identify other opportunities for non-participating children. Celebrations to continue to celebrate success.	
Review competitive opportunities for SEND children	<ul style="list-style-type: none"> Ensure SEND pupils are identified and supported to attend appropriate competition SEND children to attend sporting fixtures and success is celebrated in celebration assembly 	Personalised equipment to ensure accessibility Funding as above	All children in the SEND base to attend competitions this year through Stockport Shapes Alliance. Assemblies and celebration board to celebrate success. Increased participation and engagement in sports both competitively and in PE lessons as a result of accessing competitions. Data and attendance to support outcomes.		
Increase Level 1 competitive provision	<ul style="list-style-type: none"> 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 School sports day 	Transport across ELT - inter sport opportunities £500 Sports Kit £200	Phases compete in a variety in sports competitions across school. All children are able to access competitive sports through Level 1 competitions. Children who cannot participate due to medical reasons are involved in other ways, e.g. referring and coaching.	PE Lead to review Level 1 provision, the effectiveness and liaise with ESC in order to plan more Level 1 opportunities into the academic year. Teachers to deliver Level 1 competitions at the end of appropriate units of work. Class teachers to ensure that opportunities are evident in planning	

			Children celebrate success through awards, including participation and inclusive awards to target and motivate all children. Children work collaboratively and develop a sense of sportsmanship through competitions.		
Book transport in advance to ensure no barriers to children attending competitions	<ul style="list-style-type: none"> Review SSP competitions calendar and book all transport at the beginning of the term for events we wish to attend 	Allocation of £1000 for transport to attend events	Admin team to take responsibility for organising transport with local companies. Best value is sort and most reliable companies used to avoid any potential barriers. Children and parents given enough notice for parental consent.	PE Lead to identify competitions which do not require transport in order to avoid future barriers.	
Leadership to extend Extra-Curricular & Competitions Offer	<ul style="list-style-type: none"> Engage with Change for Life Programme Train other children to lead activities at playtime Offer additional support to leaders to ensure best practice 		The range of extra-curricular opportunities increased and included those requested by children. School sport has a high profile across the life of the school and is accessible throughout the school day. PE Lead to meet regularly and provide C4L Leaders with a bank of resources, training and ongoing communication to ensure best practice.	Continue to extend and review offer alongside ESC. Complete pupil voice at the start of the academic year. Engage with the C4L and Sports Ambassadors programme as part of the schools new SHAPES package.	